DOCUMENT RESUME

ED 040 783 88 RC 004 415

AUTHOR	Schmierer, Hy
TITLE	Title III Project in Outdoor and Conservation Education; School Districts, Town of North Hempstead. Project Summary Report.
INSTITUTION	Great Neck Public Schools, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
PUB DATE	2 Sep 69
GRANT	OEG-1-7-66-2624-0298
NOTE	71p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.65
DESCRIPTORS	Administration, *Conservation Education, Curriculum, Ecology, *Evaluation, *Outdoor Education, Personnel, *Program Descriptions, *Resident Camp Programs, Sciences
IDENTIFIERS	*New York, North Hempstead

ABSTRACT

The document contains Part II, Narrative Report for End of Budget Period, and Part III, End of Year Evaluation Report, for the school districts of North Hempstead, New York. During the period from September of 1968 to September of 1969, under funds from Title III of the Elementary and Secondary Education Act, the North Hempstead districts began the third year of operating this project on outdoor and conservation education. The major outcome of the third year was expansion of the resident school camping program to include more students and more districts. Approximately 8700 students participated in at least 1 of the 184 experiences provided for them during the third year. Curriculum extensions were recommended for social studies, camping skills, marine biology, ecology, nature study, astronomy, meteorology, and geology. A handbook of sites, recommended activities, suitable grade levels, and pertinent planning information was developed and distributed. Other positive results included streamlining of the objectives and improved techniques of project evaluation. (BD)

ED0 40783

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

RECEIVED
MAR 20 1970
NMSU
E.R.I.C.

TITLE III PROJECT IN
OUTDOOR AND CONSERVATION EDUCATION

SCHOOL DISTRICTS, TOWN OF NORTH HEMPSTEAD

OEG # 1-7-66-2624-0298

PROJECT SUMMARY REPORT

2 Sept. 1963 - 2 Sept. 1969
for
U. S. OFFICE OF EDUCATION
N. Y. S. EDUCATION DEPARTMENT
PARTICIPATING DISTRICTS
THE EDUCATION COUNCIL

RC004415

ED0 40783

TABLE OF CONTENTS

NAME AND ADDRESS OF AGENCY:

Union Free School District Number 7,
Great Neck Public Schools
345 Lakeville Road, Great Neck,
for North Hempstead School Districts

Project Number 66-2624 Grant Number OEG 1-7-66 2624 - 0298

End of Year Report: 2 September 1968 through
2 September 1969

Part II - Narrative Report for End of Budget Period

Part III - End of Year Evaluation Report
by Schmierer, Hy

The publication and circulation of this study is made possible through the cooperation of the Board of Cooperative Educational Services, Jericho, New York

RC004415

Name and Address of Agency: Union Free School District # 7, Great Neck Public Schools, 345 Lakeville Road, Great Neck, as grantee district for the North Hempstead School Districts.

Project Number: 66-2624 Grant Number: OEG # 1-7-66-2624-0298

State: New York Grant Period: 2 Sept.,1968 - 2 Sept.,1969

END OF YEAR REPORT

Part II

Narrative Report

September, 1966 marked the establishment of a supplementary Center for Outdoor and Conservation Education for the school districts in the Town of North Hempstead Under Title III of The Elementary and Secondary Education Act. The original project proposal evolved from an exploratory curriculum study which was prepared for the school districts by consultants at the expense of the combined districts. The efforts and assistance of the regional center, The Education Council for School Research and Development (TEC), were also involved in the preliminary efforts to investigate and plan the proposed supplementary center for outdoor and conservation education. As a result of the preliminary investigation and the development of the initial proposal, a series of three manuals were prepared; these manuals related to the identification of sites within the sub-region which were suitable for housing a supplementary center for outdoor and conservation education, the identification of curriculum areas for program purposes, and the specifications for programming and constructing a physical center for resident and daily outdoor and conservation education programs. More will be said about the practical use of these manuals in this section when phasing out of the project is discussed.

Since September, 1966, great program and activity expansion has taken place within the framework of the Supplementary Center. In September, 1967, the first continuation grant was submitted and a modified budget was approved to continue the project forward for a second year of operation. It is the intent and purpose of this narrative statement to capture the scope of expanded activity which has taken place during the third year. The project has been fortunate to have endured through a second continuation grant as a full fledged three year ESEA program.

2. Program and Activity - The Third Year

During the third year of operation, the Supplementary Center has solidified program growth which was experienced during the first two years. Repeat visits were made to education centers, stations, and facilities which had been identified as being suitable for curriculum enrichment through outdoor education and conservation. Major areas of recommended curriculum extensions were social studies, camping skills, marine biology, ecology, nature-study, astronomy, meteorology, and geology. A handbook of sites, recommended activities, suitable grade levels , and pertinent planning information was made available to the participating districts. The major single program development of significance was the expansion of the resident school camping program to include more students and more districts. Carle Place and Westbury were added to the list of six districts participating in this phase of the program for a total of eight active districts engaged in the resident program.

The following summary list of outdoor education trips completed during the final and third year of operation as a Title III project captures the extent to which the environment and outdoor facilities have been used for curriculum enrichment and socialization purposes.

Date	District	Resource Station	Activity	No. of Pupils
9/9-11	Pt. Wash.	Ashokan Camp	Res. Camping	64
9/11-13	Pt. Wash.	Ashokan Camp	Res. Camping	64
9/17	Great Neck	Garvies Pt.	Geology,M.Bio.	50
9/23-27	Manhasset	Ashokan Camp	Res. Camping	77
9/25	Great Neck	Greentree Farm	Animal Study	21
9/26	Great Neck	Garvies Pt.	Geology,M.Bio.	23
9/27	Great Neck	Stepping St. Beach	Marine Bio.	20
9/30	Great Neck	Phipps Trails	Ecology	53
10/1	Great Neck	Bronx Zoo	Animal Study	49
10/1	Great Neck	Phipps Trails	Ecology	26
10/1	Great Neck	Phipps Trails	Ecology	23
10/3	Great Neck	Phipps Trails	Ecology	18
10/3	Great Neck	Stepping St. Beach	Marine Bio.	21
10/3	Great Neck	Bronx Zoo	Animal Study	61
10/4	Great Neck	Bronx Zoo	Animal Study	20

Date	District	Resource Station	Activity	No. of Pupils
10/4	Great Neck	Phipps Trails	Ecology	20
10/7-11	Port Wash.	Ashokan Camp	Res. Camping	70
10/8	Great Neck	Phipps Trails	Ecology	19
10/8	Westbury	Garvies Pt.	Geology,M.Bio.	60
10/8	Great Neck	Vanderbilt Museum	Cult. Enrich.	24
10/8	Great Neck	Phipps Trails	Ecology	16
10/10	Great Neck	Garvies Pt.	Geology,M.Bio	23
10/10	Great Neck	N. Y. Aquarium	Marine Biology	40
10/14	Great Neck	Phipps Trails	Ecology	24
10/14	Great Neck	Kings Pt. Pond	Pond Life	50
10/14	Great Neck	Garvies Pt.	Geology,M.Bio	19
10/14-18	Pt. Wash.	Ashokan Camp	Res. Camping	60
10/15	Great Neck	Garvies Pt.	Geology,M.Bio.	21
10/15	Great Neck	Garvies Pt.	Geology,M.Bio.	25
10/15	Great Neck	Phipps Trails	Ecology	28
10/15	Great Neck	Phipps Trails	Ecology	24
10/16	Westbury	Coney Is. Aquarium	Marine Biology	45
10/17	Great Neck	Nassau County Mus.	Animal Study	22
10/18	Great Neck	Manhasset Bay	Ecology, Geology	26
10/21	Great Neck	Phipps Trails	Ecology	19
10/21	Great Neck	Pt. Wash. Beach	Science Enrich.	48
10/21	Great Neck	Garvies Pt.	Geology,M.Bio.	53
10/21	Great Neck	Phipps Trails	Ecology	24
10/21	Westbury	Garvies Pt.	Geology,M.Bio	120
10/21-25	Pt. Wash.	Ashokan Camp	Resident Camping	70
10/22	Herricks	Wards Pound Ridge	Ecology	30
10/22	Great Neck	Phipps Trails	Ecology	24
10/22	Great Neck	Grossman Farm	Farm Study	40

Date	District	Resource Station	Activity	No. of Pupils
10/23	Pt. Wash.	Hightop Mt. Ashokan	Conservation	69
10/23	Great Neck	Garvies Pt.	Geology,M.Bio.	25
10/23	Westbury	Garvies Pt.	Geology,M.Bio.	120
10/24	Great Neck	Phipps Trails	Nature Study	23
10/24	Great Neck	Phipps Trails	Nature Study	24
10/24	Westbury	Central Pk. Zoo	Animal Study	42
10/24	Westbury	Filaski Farm	Farm Study	100
10/24	Great Neck	Phipps Trails	Nature Study	25
10/24	Herricks	Wards Pound Ridge	Ecology	30
10/25	Westbury	Garvies Pt.	Geology,M.Bio.	120
10/25	Great Neck	Phipps Trails	Nature Study	24
10/28	Great Neck	Garvies Pt.	Geology,M.Bio.	24
10/28	Mineola	Tobay Beach	Eco. Marine Bio.	110
10/28	Westbury	Garvies Pt.	Geology,M.Bio.	120
10/29	Westbury	Coney Is. Aquarium	Marine Biology	100
10/29	Great Neck	Garvies Pt.	Geology,M.Bio.	19
10/30	Great Neck	Phipps Trails	Nature Study	24
10/31	Herricks	Wards Pound Ridge	Ecology	30
10/31	Great Neck	Garvies Pt.	Geology,M.Bio.	54
10/31	Great Neck	Phipps Trails	Nature Study	23
11/1	Great Neck	Garvies Pt.	Geology,M.Bio.	22
11/1	Roslyn	Cold Spring Harbor	Ecology	50
11/4	Great Neck	Garvies Pt.	Geology,M.Bio.	25
11/4	Roslyn	Cold Spring Harbor	Ecology	50
11/7	Great Neck	Hempstead Harbor	Nature Study	52
11/7	Great Neck	Phipps Trails	Nature Study	24
11/8	Roslyn	Cold Spring Harbor	Ecology	50
11/11	Manhasset (St. Mary's)	N.Y. Aquarium	Marine Biology	40

Date	District	Resource Station	Activity	No. of Pupils
11/15	Great Neck	Hayden Planetarium	Astronomy	49
11/15	Roslyn	Cold Spring Harbor	Ecology	50
11/18	Roslyn	Cold Spring Harbor	Ecology	50
11/19	Westbury	Roosevelt Raceway	Animal Study	55
11/21	Great Neck	Phipps Trails	Nature Study	21
11/22	Westbury	Zorn's Farm	Animal Study	22
11/22	Roslyn	Mus., Nat. History	Cult. Enrich.	50
11/25	Great Neck	Phipps Trails	Nature Study	24
11/25	Roslyn	Cold Spring Harbor	Ecology	50
11/26	Herricks	Hayden Planetarium	Astronomy	36
12/9-12	Roslyn	Ashokan Camp	Res. Camping	55
12/13	Great Neck	Seaford Museum	Cult. Enrich.	21
1/18	Herricks	N.Y. Aquarium	Marine Biology	50
1/22	New Hyde Pk. (Notre Dame)	Salisbury Pk.	Weather Study	47
1/27	New Hyde Pk. (Notre Dame)	Salisbury Pk.	Weather Study	40
2/24	New Hyde Pk. (Notre Dame)	Salisbury Pk.	Weather Study	41
2/25	New Hyde Pk. (Notre Dame)	Salisbury Pk.	Weather Study	41
2/26	New Hyde Pk. (Notre Dame)	Salisbury Pk.	Weather Study	40
2/27	Great Neck	Phipps Trails	Nature Study	25
3/10	Great Neck	Phipps Trails	Nature Study	23
3/26	Great Neck	Museum	Cult. Enrich.	80
4/1	Great Neck	Hayden Planetarium	Astronomy	42
4/1	Great Neck	Hayden Planetarium	Astronomy	46
4/7-11	Great Neck	Ashokan Camp	Res. Camping	51
4/10	Great Neck	Museum	Cult. Enrich.	23

Date	District	Resource Station	Activity	No. of Pupils
4/11	Roslyn	Cold Spring Harbor	Ecology	50
4/14	Great Neck	Phipps Trails	Nature Study	24
4/14-18	E. Williston	Ashokan Camp	Res. Camping	228
4/15	Great Neck	Phipps Trails	Nature Study	25
4/16	Roslyn	Agric. College	Animal Study	38
4/18	Herricks	Garvies Pt.	Geology, M. Bio.	15
4/18	Roslyn	Cold Spring Harbor	Ecology	50
4/21	Herricks	Botanical Gardens	Conservation	90
4/21	Westbury	Fl. Meadow Park	Farm-Zoo	40
4/29	Westbury	Agric. College	Animal Study	20
4/29	Great Neck	Phipps Trails	Nature Study	24
4/29	Mineola	Nursery: Miller Pl.	Conservation	265
4/30	Roslyn	Agric. College	Animal Study	38
5/1	Great Neck	Phipps Trails	Nature Study	24
5/2	Great Neck	Phipps Trails	Nature Study	25
5/2	Herricks	Rosendale, N.Y.	Geology	15
5/5	Great Neck	Phipps Trails	Nature Study	23
5/5	Roslyn	Agric. College	Animal Study	40
5/5	Great Neck	Ashokan Camp	Res. Camping	24
5/5	Great Neck	Ashokan Camp	Res. Camping	21
5/6	Westbury	Salisbury Park	Outdoor Ed.	40
5/6	Roslyn	Planting Fields	Ecology	50
5/6-9	Manhasset	Camp Jewel, Conn.	Res. Camping	214
5/7	Great Neck	Phipps Trails	Nature Study	18
5/7	Herricks	Planting Fields	Ecology	21
5/7	Roslyn	Bronx Zoo	Animal Study	49
5/7	Westbury	Garvies Pt.	Geology, M. Bio	41
5/10	Westbury	Bayville, L.I.	Ecology	45

Date	District	Resource Station	Activity	No. of Pupils
5/12	Great Neck	Kings Pt. Pond	Ecology	22
5/12	Herricks	Bronx Zoo	Animal Study	200
5/14	Herricks	Bronx Zoo	Animal Study	200
5/14	Great Neck	Agric. College	Animal Study	22
5/14	Roslyn	Garvies Pt.	Geology,M.Bio.	50
5/15	Roslyn	Salisbury Park	Animal Study	40
5/15	Mineola	Museum	Cult. Enrich.	20
5/15	Great Neck	Agric. College	Animal Study	23
5/16-19	Great Neck	Camp Woodsmoke,N.Y.	Camping Trip	35
5/19	Roslyn	Bronx Zoo	Animal Study	49
5/20	Great Neck	Agric. College	Farm Study	46
5/21	Roslyn	Agric. College	Farm Study	40
5/21	Great Neck	Agric. College	Farm Study	22
5/21	Roslyn	E. Long Island	Geology	24
5/21	Westbury	Agric. College	Animal Study	50
5/21	Westbury	Farm, Hatchery	Animal,Fish	40
5/21	Great Neck	Arboretum	Ecology	60
5/22	Roslyn	E. Long Island	Geology	44
5/22	Westbury	Agric. College	Animal Study	50
5/22	Great Neck	Parks	Nature Study	25
5/24	Westbury	Garvies Pt.	Geology,M.Bio.	45
5/26	Great Neck	Garvies Pt.	Geology,M.Bio.	25
5/26-29	Great Neck	Ashokan Camp	Res. Camping	25
5/26	Roslyn	Garvies Pt.	Geology,M.Bio.	52
5/26	Roslyn	Garvies Pt.	Geology,M.Bio.	46
5/26	Herricks	Fire Island,L.I.	Geology	90
5/26	Great Neck	Phipps Trails	Nature Study	22
5/26	Great Neck	Pond	Ecology	23
5/26-28	Westbury	Camp Jewel, Conn.	Res. Camping	58

Date	District	Resource Station	Activity	No. of Pupils
5/28	Roslyn	Garvies Pt.	Geology,M.Bio.	48
5/28	Roslyn	Garvies Pt.	Geology,M.Bio.	50
5/28	Roslyn	Planting Fields	Ecology	46
5/28	Roslyn	Chris. Morley Pk.	Nature Study	40
5/28	Herricks	Lake Placid, N.Y.	Camping	40
5/26-29	Great Neck	Ashokan Camp	Res. Camping	25
5/29	Great Neck	Garvies Pt.	Geology,M.Bio.	22
5/29	Great Neck	Kings Pt. Pond	Ecology	22
6/2	Westbury	Garvies Pt.	Geology,M.Bio.	100
6/2-4	Manhasset	Ashokan Camp	Res. Camping	100
6/3	Great Neck	Garvies Pt.	Geology,M.Bio.	19
6/3	Westbury	Central Pk. Zoo	Animal Study	90
6/3	Herricks	Fire Island	Geology	15
6/4	Westbury	Bronx Zoo	Animal Study	90
6/6	Great Neck	Manhattan Is. Cr.	Eco.,Pollution	25
6/6	Herricks	Sagamore Hill	Conservation	95
6/9	Herricks	Sterling Forest	Nature Study	15
6/9-13	Roslyn	Ashokan Camp	Res. Camping	45
6/10	Great Neck	Bronx Zoo	Animal Study	44
6/10	Westbury	Cen. Park Zoo	Animal Study	43
6/13	Westbury	Cen. Park Zoo	Animal Study	85
6/13	Westbury	Stony Brook Museum	Cult. Enrich.	140
6/14	Westbury	Coney Is. Aquarium	Marine Biology	45
6/17	Mineola	Salisbury Farm	Farm Study	117
6/17	Mineola	Salisbury Farm	Farm Study	135
7/6-12	Herricks	Ashokan Camp	Res. Camping	47
7/21-23	Herricks	Mystic, Conn.	Camp.Cult.En.	36
7/23-25	Herricks	Mystic, Conn.	Camp.Cult.En.	36

BOCES SPECIAL EDUCATION SCHOOLS

Outdoor Education Programs

Funded Under $20,000

New York State Amendment

To Project 66-2624

Date	Activity
May 11 - June 30	Routine Wednesday afternoon and Saturday Trip Programs in two Schools; visits to local parks and outdoor education sites.
June 23-27 June 30-July 4	Resident Program at Ashokan Camp, New Paltz, N.Y. Center for Handicapped children (100)

3. The Resident School Camping Program - Teacher Orientation Visits and Parent Orientation Meetings

The pilot resident experiences which were conducted during the first and second years created great interest. As a result of this interest, the Supplementary Center for Outdoor and Conservation Education, through the courtesy of the State University of New York arranged to have a series of resident groups make use of the New Paltz College Camp at Ashokan, near Kingston. The project supported transportation, specialist and consultant costs in order to make the program a success. The districts provided all instructional materials, and food and lodging costs were borne by participants at the rate of $26.50 per week for the four nights and five days in residence.

The initial step in initiating the resident programs was accomplished by a series of orientation meetings for parents and teachers in districts which were contemplating the resident program. The following chart lists the meetings which were held.

Date	Group	Place	No. of Participants
9/ 9/68	Principals, Coord. and Teachers	Roslyn	15
9/13/68	Teachers Meeting	East Williston	3
9/16/68	Teachers Meeting	Manhasset	3
9/17/68	Principal, Coord. and Teachers	Westbury	5
9/17/68	Parents Meeting	Manhasset	100
9/20/68	Teachers Meeting	Port Washington	36
9/26/68	Parents Meeting	Port Washington	44
10/ 7/68	Coordinators	New Paltz Camp	4
10/ 8/68	Coordinator	Great Neck	2
10/ 9/68	Teachers Meeting	Great Neck	70
10/10/68	Parents Meeting	Port Washington	75
10/15/68	Parents Meeting	Roslyn	50
10/23/68	Coordinator	Port Washington	2
10/25/68	Coordinator	Manhasset	2
11/ 1/68	Principal, Coord.	Westbury	3

Resident Camp Orientation Meetings - Continued

Date	Group	Place	No. of Participants
11/ 6/68	Coordinators	New Paltz	3
11/13/68	Teachers Meeting	Westbury	20
11/14/68	Teachers Meeting	Great Neck	14
11/19/68-11/20/68	Camp Jewel	N.Colebrook,Conn.	(Dr. Thompson-Staff) 1
11/21/68	Teachers Meeting	Mineola	28
11/25/68	Westbury Teachers	Camp Jewel	8
11/26/68	Teachers Meeting	Westbury	3
12/ 2/68	Coordinators,Teachers	New Paltz	9
12/10/68	Parents Meeting	Roslyn	40
12/13/68	Coordinators,Teachers	New Paltz	8
1/ 6/69	Coordinators,Teachers, Principal	Westbury	5
1/ 7/69	Principal,Teacher	Westbury	4
1/10/69	Coordinator,Teacher	Port Washington	4
1/14/69	Coordinator,Teachers	Carle Place	5
1/17/69	Coordinator	Great Neck	3
1/28/69	Coordinators	Title III Schools	14
1/30/69	Parents Meeting	Westbury	30
2/28/69	Teachers Meeting	Great Neck	10
3/ 4/69	Parents Meeting	Carle Place	60
3/ 5/69	Parents Meeting	East Williston	140
3/13/69	Principal	East Williston	2
3/24/69	Parents Meeting	Great Neck	35
3/25/69	Program Review Conference-	New Paltz	4
4/ 8/69	Teachers Meeting	Carle Place	4

Resident Camp Orientation Meetings - Continued

Date	Group	Place	No. of Participants
4/16/69	Parents Meeting	Great Neck	35
4/22/69	Inspection & Observe	New Paltz	8
4/28/69	Parents Meeting	Great Neck	25
4/30/60	Parents Meeting	Manhasset	125
4/30/69	Coordinators Meeting	E. Williston	3
5/7/69) 5/8/69)	Inspection & Observe	Camp Jewel	215(students)
5/12/69	Coordinator,Principal	Roslyn	7
5/13/69	Coordinator	Great Neck	2
5/22/69	Students, Teachers	Great Neck	56

3a. Additional Meetings Held Outside Project Area

Date	Group	Place	No. of Participants
11/12/68	All Districts	The Education Council	12
11/18/68	Board of Education	Great Neck	20
12/ 6/68	Special Service School	BOCES	4
12/10/68	Superintendent, etc.	Hempstead	5
12/12/68	Superintendent, etc.	Freeport	4
1/15/69	The Education Council	Freeport & Port Washington	7
1/20/69	Principal, etc.	Plainview	4
1/27/69	Nassau County Schools	Nassau AHPER	35
1/28/69	Coordinator	Freeport	4
2/ 4/69	Teachers, Superintendent-Roosevelt		3
2/ 5/69	Teachers	Valley Stream	13
2/24/69	Budget	BOCES	4
2/25/69	Special Service School	BOCES	4
2/25/69	Mr. Northam	Seaford	3
2/26/69	Conference	All Districts	3
3/14/69	Hofstra University	All Districts	3
3/21/69	Conference	Freeport	4
3/26/69	Teachers In-Service	Garden City	18
4/ 9/69	Mr. A. Edison, etc.	North Shore Schools	3
4/14/69	Conference	Spec. Service School-	4
4/15/69	Parents Meeting	Freeport	150
4/29/69	Mrs. Hartman, etc.	Hicksville	3
4/28/69	Mr. Sloane & teacher	North Shore	3
5/12/69	Mr. Callahan	BOCES	5
5/14/69	Teachers	Special Service School-	14
5/20/69	Mr. Coupe,etc.	Freeport	3

Additional Meetings Held Outside Project Area (Cont'd)

Date	Group	Place	No. of Participants
5/20/69	Evaluation meeting	Freeport	3
5/28/69	Program Conference	BOCES	56

4. Number of Participants Served -- Trip and Resident Program

A total of 184 experiences were approved for funding under Title III and these trips were to involve 8647 students in the participating districts. Non-public schools continued to participate in this phase of the program for the third year. Advent Tuller in Westbury, St. Mary's Girls Division in Manhasset, Notre Dame in New Hyde Park, Corpus Christi in Mineola, Solomon Schechter Day School in Westbury, St. Aidan's in Herricks, and St. Aloysius in Great Neck were among the non-public school participants. Brother Finian continued to serve as non-public school coordinator in addition to the efforts made by local district coordinators in the participating districts.

5. Project Summer Program

Because this was the third and final year of operation as a Title III program, The Supplementary Center For Outdoor and Conservation Education began to phase out during the Summer months. By resolution of the Superintendents' Council, no activities with pupils were scheduled to occur after July 28th, 1969. This would enable the Project Staff to compile the final reports, process accounts, and transfer operations to the Nassau County Board of Cooperative Educational Services during the first week of September.

However, a special Outdoor Education Program For Handicapped Youngsters was administered from May to mid-July for selected pilot groups from three of the Nassau County BOCES Special Education Schools. Through the cooperative efforts of Mrs. Jean Narayanan, USOE Title III Office and Dr. Fred Bowman of the New York State Title III Office, Center On Innovation, a $20,000. amendment to the existing Title III grant was made with State funds to enable this special program of activity to take place. The program was scheduled in three parts:

A. Outdoor Education for the Neurologically Impaired
B. Outdoor Education for the Older Emotionally Disturbed
C. Resident Outdoor Education Program for the Pre-Teen Emotionally Disturbed

Programs A and B involved after school enrichment outdoor education experiences and full Saturday trips; Program C was a two-week pilot resident program at the Outdoor Education Center, Camp Ashokan for 120 students. On the basis of these three pilot programs administered under an existing Title III project, it is anticipated that the BOCES Special Education Schools will budget funds for 1969-70 and become a unit customer for the projected shared-services outdoor education program when Title III phases out.

Additionally, during June and July, pre-approved outdoor education trips took place in cooperation with existing Summer recreation programs in a few of the participating districts.

6. In-Service Education Programs For Teachers

During its third year of operation, the Supplementary Center For Outdoor and Conservation Education continued to offer its program of in-service education for teachers and administrative personnel. Programs were planned with one basic objective in mind: to provide teachers with materials and experiences which would better enable them to use outdoor teaching stations for instructional purposes with their students. The following chart identifies a sampling of the major workshops held.

Date	Title	Program	No. of Participants
9/20/68	Resident Orientation	Review of Camp Handbook and Procedures Camp Staff available for pre-planning	35 teachers in five districts
9/28/68	Phipps Nature Trail Workshop for Elementary Teachers	Audubon Consultant and District Consultants	28 Great Neck Teachers
10/ 9/68	New York State Teachers Assn. Zone Conference	Morning and afternoon Panel Presentations on Outdoor Education	50 teachers
11/16/68	Phipps Nature Trail Workshop for Secondary Teachers	Audubon Consultant and Great Neck Science Personnel	14 Great Neck Teachers
11/21/68	Outdoor Education and Title III	Corpus Christi School Faculty Meeting for orientation purposes	28 teachers
2/28/60	Great Neck Resident Program Workshop	Camp and Project Staff involved in full day pre-planning with teachers who were released by District	10
5/17/69 5/24/69	Third Annual Multi-District Workshop*	Conservation for Survival and The Backyard as An Ecologic Environment. Extensive field visits and community and agency support in the program	90

* Note: Arrangements were made in several participating districts to grant local salary credit for completion of this sixteen hour workshop.

7. Project Staff Participation In National and Regional Outdoor Education Conferences

The Project Director and the Assistant Project Director were invited to attend and participated in several significant conferences relating to the project and outdoor education during the third year of operation. In addition to making formal presentations on the nature and scope of the project, the staff received benefit from the professional exchange of information and materials.

Date	Conference	Location
10/17-10/19/68	New York State Outdoor Education Association Conference.	Cortland, New York
11/7/68	New Jersey Association For Health, Physical Education and Recreation Conference	Atlantic City, New Jersey
1/23-1/25/69	New York State Association For Health, Physical Education and Recreation Conference.	New York City
2/26-2/28/69	National Parks and Recreation Association and AAHPER Symposium On Outdoor Recreation and Education.	Washington, D. C.
4/11-4/13/69	American Association For Health, Physical Education and Recreation Conference.	Boston, Mass.

8. Requests For Information

An unprecedented number of requests concerning the project and its activities were received during the third year of operation. It is estimated that the cost on a man-hour basis for disemminating project information would be in excess of $1,000. Although many individual telephone calls were received, the bulk of the requests were written. The Resident Program Manual For Teachers and Basic Steps in Planning Resident Experiences were much sought after by both individuals and organizations. Detailed information concerning the development of the 14-acre Phipps Nature Trails was also high on the list of requests.

A summary of the written requests for information indicates the following geographic sample: New York, Illinois, Virginia, California, Rhode Island, Pennsylvania, Missouri, New Jersey, Georgia, Wisconsin, Texas, and Ohio.

As a result of informational exchanges, one nearby private school, The Friends Academy of Locust Valley, embarked on its own pilot resident program at the New Jersey School of Conservation.

The Project Staff has appeared before Boards of Education in several districts in Nassau County which were not contained in the original project population. For example, informational presentations were made in Plainview, Freeport, Roosevelt, and Hempstead. As a result of these efforts, a pilot group of Freeport students, at local district cost, shared in one of the Spring, 1969 resident programs from Great Neck. Favorable reaction was received. It is anticipated that several of these districts will join in the newly-formed BOCES Outdoor Education Program in September, 1969.

Articles concerning the project appeared in two issues (1968-69) of the recently-created New York State Education Department's Outdoor Education Newsletter. In addition, Northern Illinois University's Journal Of Outdoor Education (Spring, 1969) carried an article by the Project Director on the BOCES Funding Concept For a Shared Services Outdoor Education Program.

9. Distribution of Reference Materials, Library Information For Acquisition, and Film Distribution

Periodically throughout the year a series of Memorandums were forwarded to each of the ten participating districts concerning pertinent books, professional materials, and visual aids which were suitable for acquisition for local professional libraries. In addition, the Supplementary Center Staff purchased the new (1969) Coronet Filmstrip series on Conservation and the new (1969) American Association For Health, Physical Education, and Recreation Association's film entitled Outdoor Education. These materials were available for distribution to schools in the participating districts.

The following list indicates additional films in outdoor and conservation which were rented and distributed during the year:

Date	District	Film	Estimated Audience
10/9/68	Great Neck	Just Beyond The Chalkboard	120
10/10-10/11/68	Great Neck	Nature's Half Acre	675
3/24- 3/28/69	Great Neck	The Great Swamp	750

Permanent film and filmstrip acquisitions will be transferred to the projected BOCES Outdoor Education Program.

10. Provision Of Consultants and Specialists To The Participating School Districts

The provision of specialists and consultants in outdoor and conservation education during the project's third year was primarily related to the greatly-expanded resident program. Experts in the areas of falconry, Indian lores, herpitology, and other natural science areas were provided during the various weeks of the resident program at both Camp Jewel and Camp Ashokan.

Audubon Society specialists were used again this year to administer nature study workshops at the Phipps Workshops in Great Neck.

In the areas of conservation and soil study, Dr. Lawrence of the State University of New York College at Farmingdale was used for several class visits and actual activities in the field, at places like Coram Nursery, with pupils.

In meteorology and astronomy, the continued services of Dr. Fred Hess of the State University of New York Maritime College and Mr. Stone of the Great Neck School District were provided, particularly to the non-public schools.

The Central Project Staff did not budget an extensive amount of funds for consultants and specialists for this third year of operation. It was felt that teachers and other personnel within the local districts should be developing skills and assuming a greater part of responsibility for the outdoor education instructional program.

11. Community Activities and Participation

The Project Staff continued to foster community awareness of Title III activities in outdoor and conservation education. News Briefs, the monthly activity newsletter, were made available to Boards of Education and Chief School District Administrators on a routine basis. News items were also forwarded to the local press through the Office For Community Relations in the grantee districts. Other releases were forwarded to the press by coordinators in individual participating districts.

A continual effort was made to ascertain a sampling of parental reaction within specific districts both in writing after activity programs and during the many parental orientation meetings which occurred before the many weeks in the resident program.

The Supplementary Center Staff also maintained a coordinated liaison with the Nassau County Department of Parks and Recreation, the Nassau County Recreation Assn., the Department of Recreation Supervision at the State University of New York College at Farmingdale, and the graduate programs of Hunter College and New York University. The Nassau County Museum and the Nassau County Board of Cooperative Educational Services continued to promote the interests of the project and the further development of Outdoor Education in Nassau County.

One of the significant examples of community participation in the project during this third year was the efforts of The Citizens For A More Beautiful Port Washington in support of the Third Annual May Workshop. Representatives from over twenty six community agencies participated in this program, as did both State and County Officials. Additionally, pupils from both the elementary and secondary levels participated in the Workshop program.

Finally, initial steps have been taken with Dr. Fred Ambellan, Bureau of Educational Extension Services, Hofstra University to foster the development of a 3 credit-hour, graduate level course in Outdoor and Environmental Education at Hofstra University. Hopefully, these courses will be offered during the 1969-70 academic year.

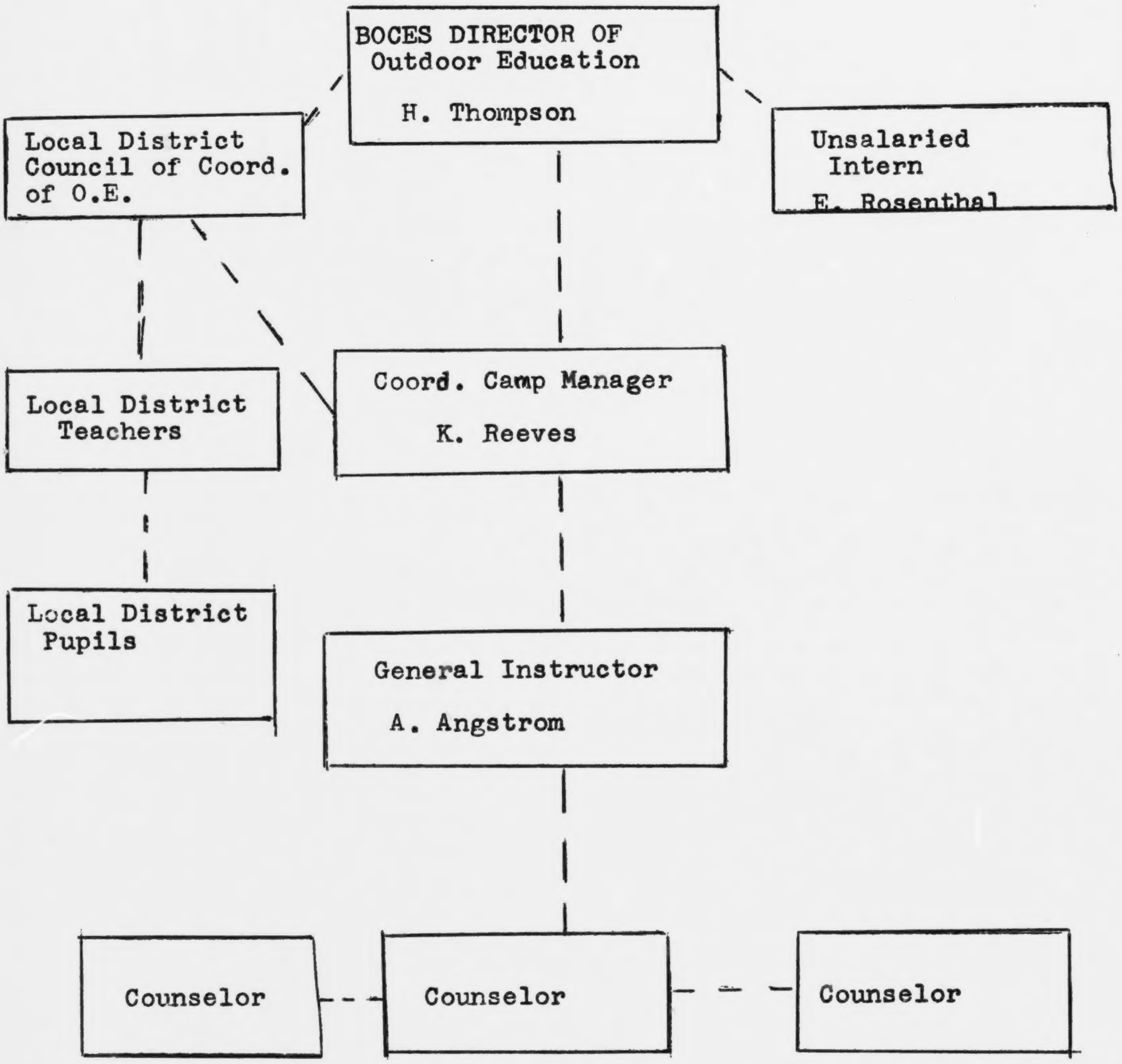
12. Expectations and Anticipated Results

The major positive result of this Title III project in terms of the original expectations has been the growth and development of outdoor and conservation experiences for and with pupils in the participating districts. During the initial year, 1966-67, a great deal of effort was made in the ten districts to implement activities with pupils. By the end of the first year it was obvious that the major part of that effort had been spent on orienting and preparing administrative staffs to the basic philosophy and concepts of outdoor and conservation education. While a chief criticism of the first year's program could be the small number of pupil participants, the benefits of training efforts can clearly be seen by reviewing the activities for the 1967-68 and 1968-69 school years.

This Title III Project has been an unqualified success. Its efforts will be carried on after the phasing out of Federal funds in early September, 1969. Roslyn, Port Washington, Great Neck, Manhasset, and Westbury--in the original project--have requested the Nassau County Board of Cooperative Educational Services (BOCES) to provide outdoor education programs on a shared-service basis. Under New York State Education Law, all districts which participate in shared-service programs under BOCES receive reimbursed State aid in the school year following that in which they buy services. Districts outside of the original project area have also requested to join the program. Hempstead, Freeport, and Roosevelt are three such districts. It has become evident that the success of this regional Title III program has demonstrated sufficient benefits to administrative personnel in nearby communities. Those districts which participate in the 1969-70 program at BOCES will be expending from $15,000. to $65,000. for outdoor education programs. Indeed, it can be said that three years of "seed funding under Title III, E.S.E.A" has borne fruit. To this writer's knowledge, the North Hempstead Title III Project will be one of the few projects carried over successfully to local funding. The following schematic depicts the BOCES Outdoor Education Administrative Structure for 1969-70:

BOCES 1969-1970 OUTDOOR ED. ORGANIZATION

CHART


BOCES DIRECTOR OF Outdoor Education
H. Thompson
Local District Council of Coord. of O.E.
Unsalaried Intern
E. Rosenthal
Local District Teachers
Coord. Camp Manager
K. Reeves
Local District Pupils
General Instructor
A. Angstrom
Counselor
Counselor
Counselor

A second major positive result of the three year period has been the streamlining of program objectives. During the first year of operation many teachers went in many directions under the guise of outdoor education. Now, three years later, many teachers go in clearly defined, more limited directions. The greatest singular effort has been in the expansion and structuring of the Resident Program at Camp Ashokan and at Camp Jewel. All evidence indicates that the BOCES staff will have to locate more resident Camp Facilities for 1969-70 in order to accommodate the waiting customers. In terms of program, a Natural History and Science Orientation has come clear as a sound departure base for local program planning purposes. Carle Place and Westbury were added to the list of districts participating in the resident program this year.

A third major positive result has been the growth in approach to evaluation of the project's efforts. Lacking standardized instruments to measure the alleged outcomes of outdoor and conservation activities for various grade levels and inter disciplinary programs, the Evaluator did a commendable job of capturing growth, analyzing extent of participation, sensitizing problems, and fostering administrative procedures and program techniques. Very recently, as lately as Spring, 1969, a sampling of student participants took part in a National Outdoor Education Evaluation Program,(pre and post testing) being conducted at Northern Illinois University by Dr. Donald Hammerman and Dr. Malcolm Swan. These results should solidify local evaluation efforts on a more scientific analysis basis and they will be forwarded in the Fall of 1969 when available to the U. S. Office of Education and the Center On Innovation In Albany, New York. Many more parental, teacher, and student evaluation sessions were held throughout the year.

On the negative side, three of the original ten participating public school districts became inactive to a very large degree by the end of the second year. While seven districts committed local funds to supplement existing Title III monies for the third year, three did not. Now, at the end of the third year, a fourth district is dropping the program (Herricks) and one district (East Williston) will not be participating in the BOCES program. This district will administer its own program. Five of the original ten, then, Great Neck, Roslyn, Westbury, Port Washington, and Manhasset will pursue the shared-services program for 1969-70. No indication was generated from non-public school participants.

A second negative result was the continued inability to obtain the Sands Point Naval Training Devices Center or other such property for a permanent, sub-regional center. Although declared surplus, the property has not been officially released. Pending acquisition by Nassau County, school authorities have been assured that an outdoor education program will be planned for part of any County facility located at this site.

The Project Staff considers the Title III experience to have been a personally and professionally rewarding experience. Appreciation is extended to all who made the project the success that it was.

Respectfully submitted,

Charles A. Lewis Jr.

Charles A. Lewis, Jr.,
Project Director

OUTCOMES of THE SUPPLEMENTARY EXPERIENCES in OUTDOOR AND CONSERVATION EDUCATION

An Evaluation Study - Part Three

HY SCHMIERER
Project Evaluator, Educational Psychologist and Camping Administrator

School Districts - Town of North Hempstead, New York
United States Office of Education - ESEA Title III

OUTCOMES OF SUPPLEMENTARY EXPERIENCES IN OUTDOOR EDUCATION

TABLE OF CONTENTS

4 PREFACE

From Philosophy Through Implementation to Outcomes;
The Evaluator's Role; Acknowledgements

6 AN ENDORSEMENT FOR EVALUATIONS IN OUTDOOR EDUCATION

8 SUMMARY OF CURRENT MAJOR FINDINGS

9 THE PROGRAM AND CRITERIA FOR EVALUATION

10 EVALUATION TECHNIQUES AND SOURCES OF DATA

13 QUANTITATIVE RESULTS

Trends in Student Participation; Interpretations;
Types of Special Resident Programs

15 SUMMARY RESULTS OF THE RESIDENT PROGRAM FOR STUDENTS

Program Content; Program Concept;
Social Values and Group Living Outcomes

18 A REVIEW OF ADMINISTRATION AND PROBLEMS IN HUMAN MANAGEMENT

19 ANALYSIS AND REVIEW OF FIELD EXPERIENCES

Garvies Point; Phipps Nature Trail - A School Site;
Beaches and Shorelines for Marine Biology Study;
Gardens, Preserves, and Park Areas for Nature Study;
Farms, Zoos, and Park Areas for Animal Study;
Museums and Park Areas for Conservation Study

25 FILM EVALUATION REPORTS

26 OUTCOMES OF WORKSHOPS FOR TEACHERS

For Parents and Other Adult Groups

27 CONCLUSIONS AND RECOMMENDATIONS

28 REFERENCES

29 APPENDICES

Sample Evaluation Reports, Forms, Survey Results,
Worksheets, and Pre and Post-Test Data Which Best
Reflect the Overall Results of the Program

NOTE: It was not possible to include samples from the multitude of visual materials, recordings, and other writings which were developed by students and teachers in connection with their Outdoor Education experiences.

1/3

OUTCOMES OF SUPPLEMENTARY EXPERIENCES
IN OUTDOOR AND CONSERVATION EDUCATION

THIRD EVALUATION STUDY

PREFACE - FROM PHILOSOPHY THROUGH IMPLEMENTATION TO OUTCOMES

The concepts in Outdoor and Conservation Education seem, on the face of it, to truly embrace the potential for innovative experiences for learning. The official Reports from the participants of programs in the past seem to have taken for granted that certain behavioral goals automatically take place as a result of these activities.

The earlier efforts were involved in collecting descriptive data of the great variety of project activities that took place. The Evaluations, therefore, were concerned with assessing the general nature of these activities as they related to the Objectives of the Outdoor and Conservation Education Project.

However, the burst of enthusiasm for field trips in the out of doors accompanied by the overgeneralized ideals of"its great values" have not been matched with the same vigor by a concern for actual results.

At this time, we must pause to ask, "To what extent are we achieving the same goals we set out upon and what are the real benefits for the students...as innovative educational programs?"

In this Third Evaluation, we are now not so much concerned with the quantity of activity and a description of the Resource content as

-with the influences upon the student's interests, learnings, and improved attitude in his peer group;

-about enrichment of the curriculum as a result of integrating these exposures to the innumerable Resources of the natural environment;

-with the progress of the Administration of the Project which, in the final analysis, is reflected by the outcome of the different programs in outdoor education.

Evaluation Limitations in Outdoor Education

Limitations in evaluating programs have been the result of the lack of established and standardized procedures for measuring such learning experiences. It is understandable that the many variables that are involved in such different experiences make assessment most difficult.

All of this seems to have served to discourage most participants from focusing attention on the results of their program. And so we seem to vacillate from the extreme of oversimplified teacher reports such as, "It was great!" to requests for long range intensive scientific studies...WHILE THE YOUNGSTERS COME AND GO TO THIS RELATIVELY UNKNOWN MEDIA OF LEARNING.

Unfortunately many Evaluation Studies in the past have been a requirement which have become an academic exercise. This project has incorporated the evaluation into the planning of future programs.

The Evaluator's Role

The Evaluator's role was that of a coordinator and consultant in obtaining feed back material from several sources on a part time basis. This required the development of some forms, preliminary test and survey material, and teacher and student conferences, although no provision for this was made in the Project.

A Multi-faceted Procedure to Evaluation was therefore undertaken as a result of the limitations:

- Different methods were used which were related to the particular projects with some cross checking for objectivity.
- Evaluations were on a continuing basis so that results could be made available for and among the various participants.
- A jury technique was used whereby material was collected from many different project leaders and also reviewed together with outdoor education specialists.

Acknowledgements

Special acknowledgement is given to the administrators, specialists, and assistants who cooperated in this effort:

- The Central Project Staff - Dr. Charles Lewis and Dr. Harry Thompson, Project Administrators, for freely making available all information related to the Project;

- Dr. Kent Reeves, Andrew Angstrom, and the counselors of the Ashokan Campus Staff of the State University of New York at New Paltz;

- The District Coordinators, Project Leaders, and teachers who provided the basic feed back data through reports, observations, staff conferences, and interviews with students.

Leaders in the fields of Education, Measurement, Science and Conservation for providing assistance and guidance through a review of the evaluation procedures and data:

- Dr. Fred Bauman - Title III Office; New York State Education Department, Albany, New York.
- Dr. Glen Finch - Office of Scientific Research, United States Air Force, Washington, D.C.
- Dr. Loren Taylor - Professor of Outdoor Education, Southern Illinois University, Carbondale, Illinois.
- Mr. Harold Van Morgan - Chief of Program Planning, "Land Between the Lakes", T.V.A., Kentucky.
- Mr. Herbert Nestler - Chairman, Biology Science Department, Van Buren High School, New York City.
- Mr. Leon Payne - Administrator and Evaluation Specialist, Westbury Public Schools, Westbury, N. Y.
- Dr. Irving Ratchick - Assistant Commissioner of Education, New York State Education Department, Albany, N. Y.
- Dr. Russell Sturzebecker - Professor of Health, Recreation and Outdoor Education, West Chester State University, West Chester, Pennsylvania.

NARRATIVE SUMMARY OF CURRENT MAJOR FINDINGS

The Outdoor and Conservation Education Program has shown significant development for effective supplementary and educational experiences since its inception in September 1966. Its progress was traced through the organization of the program by overcoming the many problems of administration, specifically, of clarifying objectives to project implementation.

Local field trips to area resources for study in an outdoor environment continued to give way to more in-depth resident type experiences. These were of a carefully planned, sequential, interdisciplinary form with a nature-science and conservation orientation. The present general status has reached an increased level of interest which has given rise to further resident experiences. These reflected the acceptance and worthwhileness of the program. Refinement in administering these programs, developing the curricula content, and aspects of human management have been the tasks at hand in order to gain the greatest potential for the students.

In the absence of standard assessment techniques for outdoor education programs, concerted efforts were made by the Evaluator to establish a cooperative system of reporting and recording feed-back of results of the different projects. As a result of this on-going evaluation and the utilization of different techniques of data collection, some specific results of outcomes had begun to emerge.

Students acknowledged the worthwhileness of specific aspects of the program which were new and unique and involved their active participation in close working groups. In addition, they reacted with an awareness of the countryside around them. Simultaneously, they showed more consistently favorable results with the objectives for learning in and from the outdoors when they were involved in the orientation, preplanning, and follow up activities. Social values, through group interaction, were an accompanying outcome of the resident programs which had more implications than had originally been anticipated.

By the same token, the many administrative aspects of implementation and areas in human management were factors mentioned as obstacles to the smooth functioning of the programs. This led to the realization that program content and procedures in outdoor education do not take place automatically as originally conceived and planned. As a result, more attention has been expended in management details than on the effects upon the student. This series of studies begins to reflect more upon student and teacher responses than upon the specialty areas of outdoor education.

In all of this, in-service workshops, personal and frequent planning, and orientation meetings with teachers, administrators, and parents had a positive relationship to the resident programs. Success in a program is seen as closely related to the leadership potential of the teacher.

The development of a demonstration site contributed to the program as a valuable introductory phase and has a true potential for wide utilization as the interest expands.

The total coordination of the many phases of the program is greatly enhanced with the joint support by BOCES for administration and gives impetus to the further development of the professional aspects of the program. This appears to pave the way for further refinement of the true benefits for the student as a result of supplementary experiences.

THE PROGRAM AND THE CRITERIA FOR EVALUATION

THE DEVELOPMENT OF INNOVATIVE OPPORTUNITIES FOR STUDENTS AND TEACHERS THROUGH SUPPLEMENTARY EXPERIENCES IN OUTDOOR AND CONSERVATION EDUCATION WHICH GIVE EVIDENCE OF BEHAVIORAL GROWTH

It is anticipated that interest will be created, learning expanded and reinforced, as well as an improvement in group relationships through direct field experiences in the natural environment. This Program initially involved ten School Districts in the Town of North Hempstead. These districts, however, varied in the extent of their participation.

The Criteria for Evaluation

The Evaluation Process involves further studies as a follow up to the earlier reports in order to determine the worthwhileness of the various activities for students and for the school program.

The Criteria used to evaluate the results of the various activities are:

1. Positive evidence through stimulation of interest on the part of the student in new areas of learning; i.e. marine biology, ecology, geology, nature study, outdoor skills through individual and group efforts.

2. Acknowledgement and realization by the student of the exposure as a new learning experience.

3. An extension and reinforcement of the curriculum areas as a result of the field experiences related to the specific group.

4. A greater appreciation of the natural environment by the development of a positive attitude through learning about conservation and the proper utilization of our natural resources.

5. The development of new programs and areas of study and the extension of school facilities as an outgrowth of the Outdoor Education Program.

6. A greater awareness of the field of natural sciences by increased communications through workshops, greater availability of materials, and publications, as well as techniques for student projects.

7. Growth in personal development and group adjustment as a result of working relationships, particularly in resident experiences.

8. The growth of general interest to continue, expand, and repeat outdoor education experiences.

9. The impact made by a continued refinement of the projects and a sustained interest to incorporate programs of outdoor education into the school program.

10. The selection and resources for learning which cannot be readily accomlished in the classroom or through other educational programs.

TECHNIQUES AND SOURCES OF DATA

FROM THE DIFFERENT PROJECTS

RATIONALE

Until the development of standardized procedures for collecting outdoor education data, there is the need to continue a multi-variate approach to obtain feed back information. The utilization of a variety of measurement techniques was refined by working more closely with teachers and students in their reports.

Achievement testing may really not measure the many broader outcomes of the variety of experiences in outdoor education. Results may also take place over a relatively long period of time and in different areas of behavioral growth.

An Analysis Was Made of the Following Data:

1. For the One Day Field Experiences-60 reports were reviewed which were a representative sample of the different Resources visited. These reports reflected the reactions of students and teachers.

2. For the Resident Program-

a) 24 major summary reports were reviewed which reflected upon the success of the activities, pre-planning, on the site and post-trip and general reactions.

b) Pre and Post testing and analysis of the data from some 510 students who participated. (These materials were prepared by the Evaluator and administered by the school personnel and/or the Evaluator.

c) Interviews with some 250 students and teachers were carried on by the Evaluator and the assistants in conjunction with some of the testing and on the Resident Site. This data was used to cross check and interpret the test results.

d) Survey questionnaires of a sample of 200 students which related to their reactions as to the worthwhileness of various experiences.

e) Compositions from a sample of 200 students which were coded and related to the various responses of the students to the variety of experiences.

f) Six Major Visits to the Resident Site were made by the Evaluator for Observations of the implementation of the program and the results by continued interviews with students and teachers.

g) Six Faculty conferences were held with trip participants in order to obtain evaluations as a group of a number of points of view on outcome values.

h) Ten administrative Evaluation conferences were held with the Central Project Staff, District Coordinators, the Ashokan professional staff in order to obtain different views on the nature of the implementation of the program and the progress being made.

i) Three Parent Meetings were attended by the Evaluator in order to obtain receptivity from this source. Feed back information was obtained from the other meetings.

3. For General Activities

a) For the Workshops, Films and Consultant Activities, a sample of 70 questionnaires and reports were reviewed which reflected upon the reactions of

b) Attendance at three major conferences in outdoor education were attended for the explicit purpose of cross checking findings and techniques used in other Projects.

4. Summary

a) All in all some 2,200 pieces of data were reviewed from reports, interview responses, test and survey data and conference reactions.

b) Not all of this data is directly referred to in this analysis. Reports and data which are representative samples of a particular area of results of activities are included in the appendix.

c) A special study of Pre- Post Testing from Northern Illinois University was initiated by this Project through the participation of the Port Washington schools. The results are not reported here since these have not as yet come forth. Reference to the contents of this instrument is made in the Appendix.

d) The data is limited to Projects during the regular school year of 1968 to 1969 and directly sponsored and funded through the Outdoor Education Central Project Office. It does not include special summer programs, pilot programs initiated for the handicapped or programs which were an outgrowth of this Project.

e) The use of the different techniques of assessment, frequently cross checked with each other, is intended to add to the objectivity and reliability of the results.

(Sample of an endorsement of the Data Technique from a Specialist and Leader in the field. This is from one of the several outside specialists who participated as a panel member at an evaluation conference and subsequently reviewed the final results.):

" WEST CHESTER STATE COLLEGE
SCHOOL OF HEALTH AND PHYSICAL EDUCATION
WEST CHESTER, PENNSYLVANIA, 19380
February 6, 1969

Dear Hy:

Thank you for the copy of your evaluation guide. I have read through it and I feel that it is a definite contribution to the field. Your procedure of using several methods of evaluation in terms of the varying activities provides more objectivity....

Cordially yours,

Russell L. Sturzebecker
Professor, School of Health
and Physical Education"

QUALITATIVE ANALYSIS OF SUPPLEMENTARY EDUCATIONAL EXPERIENCES FOR STUDENTS

In the face of the lack of established instruments to measure the attainments in the variety of activities which were completed, the follow-up reports were studied in consultation with science specialists, and certain criteria were established in order to evaluate the different projects.

FORMULATION OF CRITERIA OUTCOMES LISTED IN TEACHERS' REPORTS

Each outdoor trip is planned as a site for observation and activity. From these observations there are valuable outcomes as indicated in the reports. These outcomes are formulated as follows; particularly as they relate to the original objectives of the activity and to those of outdoor education:

L-1: Learnings: These would be the result of preliminary discussions, films and classroom activities.

L-2 Fixation of learning: These would involve the learning activity that is done after the trip by means of compositions, discussions and audio-visual aids.

Ac: These are activities performed by pupils: These are intended to lead to a change in behavior. For example, pupils who walk through beautiful woodlands and reach a river that is obviously polluted will be expected to react differently in the future when conservation is discussed. Related laboratory exercises in class are included in this category.

Cur: Changes in curriculum: As a result of these trips, teachers have bought added equipment; written new lesson plans. This will have a lasting effect beyond the field trip itself.

T.AC: Teacher activity: These are intended to enrich their background and develop new skills which will affect future teaching.

QUANTITATIVE RESULTS

TRENDS IN STUDENT PARTICIPATION IN OUTDOOR EDUCATION

The following represents the extent of participation by students in class groups for the school year. Some figures indicated below may vary slightly from other records. This is due to the fact that reporting systems for students who are absent or unable to attend are not always reflected accurately. These small differences, however, do not affect the total results.

I. Through Day Field Experiences

	Number of Trips	Number of Students	Resources Used
1969	154	6,925	39
1968	(262)	(12,503)	(65)
Decrease	108	5,578	26

II. Resident Experiences to Ashokan, Jewel, and Other Special Sites

1969	29	1,718	5
1968	(20)	985	(5)
Increase	9	733	0
Total for 1969	183 Trips	8,643 Students	44 Resources

Total Student Days Involvement in Residence
1969 - over 7500
1968 - over 4000

INTERPRETATIONS

- There was a significant decrease in the student and class groups participating in one day field experiences to local resources that were sponsored by the Program.
- There was a significant decrease in the number of different Resources used for study which reflects the continued refinement in the selection and utilization of Resources.
- This decrease follows the pattern of activity for the previous year which is consistent with the recommendations made to make trips to Resource sites more consistent with objectives of outdoor study.
- Non-public schools continued to participate primarily through an introductory experience of one day field trips to outdoor education local sites.
- Additional local trips have continued, but many of these have been sponsored by local school funds.

- The use of School Campus Facilities and other Resources which are in close proximity to the school area showed a significant increase of activity; i.e., the development of the Phipps Nature Trail and use of Garvies Point and adjacent beach and park areas.
- An increase in the major resident experiences reflects the continued movement towards more in-depth and extended experiences. Priority considerations in school budget expenditures in some cases gave preference to resident projects.
- Although the total number of student participants in one day and resident experiences does not reflect growth, the extent of participation by the number of student days which are involved is significant. It represents a growth of over 3500 student days of participation in resident experiences.

- The Resident Program was expanded by the interest and participation of additional new groups; i.e., students from Carle Place and Westbury.

- Certain school districts such as East Williston and Westbury have retained strong interest in the resident type of program but have not rejoined the Program through BOCES in view of other administrative considerations.

- Other projects, such as certain Summer Programs, were phased out as recommended previously in favor of giving budgetary priority to in-depth experiences during the school year.

III. A REVIEW OF THE TYPES OF RESIDENT PROGRAMS

A. The greatest majority (over 80%) of the Programs involved the 5th, 6th, and 7th graders in special interdisciplinary studies in nature science, social studies, and conservation history through group living experiences. These are the programs that are primarily being projected for the future.

B. The schedule of the Resident Programs varied from three to five days dependent upon the budgetary considerations, the availability of the Resident Site, and making the experience available to more children.

C. The Ashokan Campus Center of New Paltz was used for 25 of the standard resident groups, and Camp Jewel in Connecticut was the site used for two of the programs where there was a question of size and availability of the Ashokan Site.

IV. SPECIAL INTEREST GROUPS

A. A High School Biology Project took place in two separate half week sessions in the early fall. The reports indicated that it met the objectives well for stimulating further study in ecology and having a first hand experience in seeing certain specimens which were going to be studied in the laboratory.

B. The Confrontation With Environment Project was continued from the previous year in two sessions in the early winter. The stimulation of the environment served as a springboard for discussions and writings. The reports of student stimulation for further study and group interaction were very favorable.

C. An Appreciation of Outdoor Skills was gained by two groups of students in two sessions of extended resident experiences in the Adirondack area.

D. There were two separate programs which involved participation by a greater number of disadvantaged children.

1. A Westbury group reported most favorable results from this new and unique experience. This was science oriented but concentrated on aspects of group living.

2. A Freeport group joined a Great Neck group in a joint program. Through interviews, both groups reported compatibility and favorable outcomes.

3. Groups of children of different socio-economic backgrounds, however, presented many additional variables which required further planning and orientation.

SUMMARY RESULTS OF THE RESIDENT PROGRAM

I. Increased Interest in Participation

A. In the third year of the Outdoor Education Project, the most significant growth has taken place in Resident type Programs including additional school districts with 1,643 students taking part in these experiences. This represents an increase of approximately 90%.

B. With a request for full scheduling of groups for the coming school year which is a result of the success of the Resident Programs. The number is dependent upon the limited facilities. All the available time of the Ashokan camp has tentatively been reserved.

II. Pre and Post-Test Data From Students Related to General Areas

(Taken from the results of four different project groups)

A. 65% to 80% felt that this was an entirely new experience.

B. 85% to 98% considered that the experiences were generally worthwhile.

C. Over 60% preferred this experience over other types of resident experiences, including summer overnight or scout camps.

D. The greatest majority, over 85%, preferred going on this experience with some of their classmates. About the same percentage felt that they had also made good new friends among their classmates. In the post-test, over 90% felt they had more friends among their classmates after the resident experience.

E. Approximately 70% liked the idea of going away with their teachers. However, 85% felt their teachers got to know them better as a result of the trip.

F. Only approximately 40% had jobs and chores to perform in the classroom and approximately 80% reported that they had regular jobs and chores to perform at home. Over 95% reported that they had an opportunity to participate in the group chores in the program.

G. There seems to be a slight increase in the opportunity for starting a collection of specimens in the outdoors as a result of the trip.

H. Over 95% felt that their parents were generally pleased with the reports of the resident experience.

I. Over 90% would like to go again if the program was generally similar. However, over 50% indicated that they would like to make suggestions for some changes in various aspects of the program.

J. Over 90% of the students felt that the size of the program was good for the program, and there did not seem to be a significant difference in results where the group sizes varied.

III. Results of General Program Content by Participating Students

(Data is taken from Pre and Post-Test Results and from Survey Questionnaire)

A. Over 90% felt that they have learned more about nature-science, and in some cases, social studies, than they would have in the classroom.

B. There were mixed and a range of reactions to the extent of learning that took place in other curricula areas; i.e., English and math, as compared to what would have taken place in the classroom. However, students learned more than they had anticipated they would.

C. Activities which were considered most worthwhile were: Science Study, the Geology Hayride, Pond Life Study, Animal Care, Small Hikes and Explorations, and Blacksmithing (in the social studies). In general, students responded well to activities in which they were actively involved in close contact with other students and teachers.

D. In Special Activity Areas, students reacted very favorably to certain night lectures; i.e., the Snake Demonstration and the Bird Demonstration. These involved the use of professional specialists. Their programs were reported as unique and aroused student interest and response.

E. Accompanying Outcomes - Students seemed to recognize certain general benefits such as the opportunity "to live and study in the outdoors," "an appreciation of the countryside," "opportunities for study in their free time," "group living," and "recreational activities."

F. Activities which did not seem worthwhile or accepted favorably by the students were the long hike or hill climbing; ecology, by a relatively small group; and a scattering of responses of other areas. There was some variation of responses to different activities. However, "None" was also frequently listed in reference to dissatisfaction.

G. There is a considerable range in the different group reactions to different programs which is interpreted by the differences in instructors, leadership, and orientation.

IV. Program Concept - Mental Set of Students as to the Balance of Curriculum vs. Recreation

A. Although students felt there was enough planning done by the leaders, there was the feeling by approximately 60% of the students that they were neither sufficiently involved nor knew what to expect.

B. There were varying concepts expressed by students in their interviews of what they expected in the program. This evidenced most clearly in the students' varying responses to disappointments for more recreational type activities; i.e., canoeing, miniature golf, and sports, where questions of basic program concern were involved. Certain groups of students who did not react favorably appeared to be totally recreationally oriented.

C. Accompanying benefits of Resident Programs were acknowledged by students and teachers , through both interviews and observations, where extensive pre-planning activities and post-trip activities were involved. There were examples observed of an interdisciplinary approach to many school and class projects.

V. Results in Social Values and Group Living Procedures

A. Frequent references were made by both students and teachers through the various data collected about the benefits and problems of group living; i.e., student anticipation of going with their friends, teachers reported a great interaction of students with each other.

B. Students and teachers report improved student relationships both during the experience and subsequent to it by way of a more congenial class group.

C. Teachers mention that more opportunities are presented for students of varying ability and interest levels to have an outlet for activities of studies; concrete learning for the slower or non-expressive student; and an enrichment opportunity for the advanced student. A better understanding of each other and greater respect for certain students arose from recognizing that most students had areas of achievement.

D. Teamwork in learning has been referred to frequently through various exercises in which several students carried out a project together.

E. Responsibility was evidenced more in the Resident Programs where children were assigned to and carried out certain chores in the Dining Room and in the cabin to which they did not react unfavorably.

F. Students reported satisfaction in having the opportunity to continue discussions among themselves into the evening, although these have potential for negative effects if carried to the extreme without skilled guidance.

G. Most students (85%) reported that they have learned better cooperation and have better respect for rules and regulations.

H. Students frequently reacted unfavorably to discipline procedures which came about as a result of the disruption of the group, particularly in the cabin.

I. Clarification of limits for bed-time, freedom of movement, waterfront safety procedures, dress, and cleanliness were other areas which required further and closer supervision according to several of the program reports and as noted in observations.

J. Many students found new values as a result of the resident experience.

1. "Living and learning with others can be quite an experience. It teaches you how to behave around others and it helps you to do your share of the work. For example, when you have K.P. duty, you have to do it and then have it checked. It also teaches you how to get along with people even if you don't like them. I didn't like a few kids before we came here, but now I'm starting to get used to them and find that I even like them."

2. "All of us were very unhappy on the last day because we didn't want to leave. We had played many tricks on each other, some quite nasty, but we remained friends. We also found out that our teachers were just like other people whom we knew."

VI. A REVIEW OF ADMINISTRATION AND HUMAN MANAGEMENT OF RESIDENT PROGRAMS

A. Considerable Implementation Activities were involved with the various administrative problems for the Resident Programs. As a result of the continual evaluation reports, conferences, and coordination by the Project Directors, a gradual refinement of procedures took place in the following areas:

1. Arrangements and conflicts for scheduling times, financing, and transportation difficulties were resolved through communications and meetings.
2. Staffing problems were met by a gradual clarification and distribution of duties between the teacher and the college level personnel at the site.
3. Overall supervision responsibility for students particularly relating to periods of bed time, free time, and cabin living caused some concern. This improved as the delegation of duties to staff and a clearer orientation were made by the directors and project leaders.
4. The Staff on the Site received more favorable ratings as time progressed from the Fall to the Spring. The programs in the Spring reflected real growth in the ability of the counselors to relate to the children personally as well as in their specialty areas.
5. Incidences of personal adjustment, health, safety, and accidents necessitated further attention. The presence of a staff manager was recommended who would be available for supervision and arrangements. This was subsequently acted upon and a person was so delegated for other management details as well.
6. The Food Service was referred to with mixed reactions by students and teachers. A review of this service and consultation with the college resulted in evidence of improvement in this area.

B. The Ashokan Campus Site was considered favorable for "presenting a devine ecological environment rich in flora and fauna typical of the Northeast."

1. This Center has satisfactory winterized facilities but is limited to approximately 75 youngsters.
2. The facilities of this campus meet the basic requirements for health and safety, although the location of facilities present certain problems in supervision and logistics of movement.
3. The strongest asset of this center is the continued effort to maintain a resident staff related to outdoor education and the professional nature of the Center.

C. The Teacher Leadership has been observed through contrasting projects as the variable that affects the successful outcome of the total program.

1. Interested teacher leaders who return with groups and stay in liaison with participating groups show increased ease of administration, and the programs have greater impact on the children.
2. There is a great variation in the extent to which some teachers can adapt effectively to the resident experience. Teachers who are placed in responsibility for large groups have had difficulty where they assumed a dual role for teaching and program leadership.
3. Some of the greatest benefits are derived where activities are integrated in an interdisciplinary manner by the teacher into the classroom and when there is adequate time in the school calendar to do this. Teachers who had the opportunity to accompany their own students, therefore, showed better results through pre and post-activities and a closer relationship with their students.

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

GARVIES POINT AND MUSEUM AT GLEN COVE

(A MULTIPLE-USE RESOURCE)

TRIPS	STUDENTS	USE AND OBJECTIVES
29	1,386	This was the local resource most frequently used for field experience particularly by the Westbury, Great Neck and Roslyn Schools. It was combined with related studies in geology, ecology, beach studies and Long Island history by the primary grades.

REACTIONS AND OUTCOMES

From the teacher reports and observations, all of the objectives appear to have been met very well. The following are sample responses of results achieved:

"Students commented favorably on this experience. They were surprised to discover the natural clay deposits and their appearance."

"Very good. The children were very enthusiastic about the trip. As a result, many are suggesting this trip as one to take their parents on as a follow-up."

"The museum tour enriched their learnings on early formation and life in Long Island."

"As a result of the trip, the children were able to make collections and it was very worthwhile."

"The children explored the shore to discover the interrelationship between plants and animals and the environmental conditions of the beach. The children had an excellent experience. Conditions of the beach were excellent."

"The children came home eager to do more research."

The Westbury School District's Special Use of this Local Site

Garvies Point was used in a series of special programs which involved 480 students particularly by the Park Street School of Westbury. It was used to promote an interest in science, in particular biology which the students studied in the 5th grade and will study again in the 7th grade. This experience also serves as the basis for the future Resident Experience for many of the 5th and 6th grades.

STUDENT REACTION:

Student reaction has been strongly positive. The students have been able to collect specimens, many of which they had never seen nor heard of before. These specimens were brought back to school and a Demonstration Center was developed outside and adjoining the classroom. These were an outgrowth of the trips to Garvies integrated with the classroom work.

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

Studies in Nature Science, Geology, Ecology, and Envirnomental Education Through the Development of a Model School Site - A woodland Biome -
PHIPPS NATURE TRAIL in Great Neck

TRIPS	STUDENTS	SITE
#32	#763	#Approximately 16 acres adjoining the school campus. (There were additional trips which were sponsored independently by the Great Neck Schools)

CONTENT AND OBJECTIVES AND USES

Complete preparation was made prior to each visit which included a talk to the class by the specialist, Mr. Skliar. The children were alerted to the things that they may encounter on the trip. They were guided into an awareness of shapes and colors in nature;a continued exposition of ecology; an understanding of the importance and interdependence of all living things; and discussions on conservation and specific things to look for.

The experiences involved nature walks through the woods for exploring and discovering specimens. There was direct participation through the handling of rocks, leaves, and logs. The children also felt the bark of trees and used all their senses in responding to the environment. Opportunities were also given to each child to explore on his own level. At times, the group was brought together by the specialist to make comments and for some group discussions.

There was a sequence of visits by many classes particularly to observe the seasonal changes in this outdoor environment. It also involved a follow up of the activities of the previous visit. In addition, the visit to Phipps served as a springboard for later trips to larger biomes. This also served as an introduction for many fifth and sixth graders who went on to a resident experience. (Teacher Workshops at Phipps are reported in another section.)

RESULTS AND OUTCOMES

- The children in just about all of the sessions demonstrated interest and an increased level of participation.
- Those who made their first visit reported that this type of classroom experience was new to them and they reported seeing things that they had never seen before.
- There was evidence of increased classroom activities following the trips by way of initiation of projects, demonstration of science skills, and adapting to related areas of study.

SUMMARY STATEMENT BY TEACHERS AS REPORTED BY MRS. DOROTHY BOLGEN, GRACE AVE. SCHOOL

"While a class cannot permanently walk in the woods, the experience is of great educational value. There is no competition in the woods. All learning is done with relaxed excitement. Each child works at his own speed. A variety of senses are in constant use. All children are active and completely involved in a total learning situation.

There is no doubt that making three well planned, coordinated trips as a unit, more than triples the value of the experience. Not only does it give a picture of the changes of the season, but each trip builds on the previous one and deepens the understanding of what is seen."

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

STUDIES IN MARINE BIOLOGY, GEOLOGY AND ECOLOGY

TRIPS TO BEACHES AND SHORELINES IN THE LONG ISLAND AREA

	TRIPS	STUDENTS	AREA	GROUP
	9	422	Cold Spring Harbor	Roslyn
	4	117	Kings Point Pond	Great Neck
	1	110	Tobay Beach	Mineola
	2	105	Fire Island	Herricks
	2	68	Eastern Long Island	Roslyn
	1	48	Washington Beach	Great Neck
	1	45	Bayville	Westbury
	2	42	Stepping Stone Beach	Great Neck
	1	26	Manhasset Bay	Great Neck
TOTAL:	23	983		

THE CONTENT AND OBJECTIVES of many of these trips were of a sequential multi-nature, combining several different sites and areas of study. They represented a further utilization of sites relatively close to the school and involved experiences in marine biology, specimen collection, and observations in geology and ecology. There is relatively little follow-up data of actual results, however, the trips were worthwhile on a secondary basis-giving rise to further curriculum related learning.

THE RESULTS AND OUTCOMES of these trips were directly related to the area of study of a particular class group. The results were measured not so much by the success of the actual trip as by the integration of pre and post trip activities such as this experience serving as an extension of the Herricks Senior High biology students studying the earth and oceanography.

When the students from Great Neck gained a concept of interdependence of animals and physical elements along the shoreline, this aroused further interest to study sea animals and their natural environments.

SPECIAL TRIPS FOR THE STUDY OF AQUATIC AND MARINE LIFE

	6	320	N.Y. Aquarium	Gr. Neck, Westbury, Herricks, Manhasset
TOTALS:	29	1303		

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

FOR CONSERVATION AND NATURE STUDY

TRIPS TO GARDENS, NATURE PRESERVES AND PARK AREAS

TRIPS	STUDENTS	AREA	GROUP
7	273	Salisbury Park	Great Neck,Roslyn,Westbury,N.Hyde Park
1	265	Miller Place Nursery	Mineola
3	117	Planting Fields	Roslyn and Herricks
1	90	Botanical Gardens	Herricks
1	60	Bayard Cutting Aboretum	Great Neck
1	40	Christopher Morley Park	Roslyn

TRIPS TO OUTLYING AREAS

	3	90	Wards Pound Ridge	Herricks
	1	15	Sterling Forest	Herricks
	1	15	Williams Lake-Fossil Hunt	Herricks
TOTALS:	19	965		

THE CONTENT AND OBJECTIVES. The above trips were planned to meet a variety of objectives that were particularly related to an extension of classroom study. They seem to be well integrated with class study units as illustrated by the visit to the Nursery Plant by the third and fifth grades which was coordinated with a consultant's talk at the school before the trip. The content frequently involved the study of plant life, environment and an appreciation of the student's natural surroundings.

RESULTS AND OUTCOMES were reported in a positive manner although there is considerable data missing here. The following summary reports are indicative of the accomplishments.

The Planting Fields trip was a truly worthwhile experience which stimulated excellent follow-up activities in the classroom; interest is shown to repeat this trip." The staff were especially helpful."

Salisbury Park provided a variety of experiences such as a greater awareness of immediate surroundings, group participation in outdoor activities in their natural surroundings.

In The Plant Nursery, the trip appeared generally profitable as related to soil erosion and conservation; however some of the things discussed were above the children's level.

At Bayard Cutting Aboretum, the children appeared to grasp the concept that brief environmental changes can upset the balance of nature.

As a result of the visit to Botanical Gardens by the sixth graders, they had their first major direct experience of different aspects of plant life. The overall reaction was that the plant world was much more interesting than anything they had experienced. This stimulated the making of terraniums.

In the extended trip to Williams Lake, the study of many geological features were accomplished. Students were able to find fossils in the rocks.

No data has come from the Wards Pound Ridge although these trips have now been repeated for the third successive year which is indicative of their value to the particular school district.

Evaluators Note:
Different School districts through their teachers choose particular Resource Facilities for their supplementary experiences expecially in this area of study.

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

FOR ANIMAL AND FARM NATURE-STUDY

TRIPS TO FARMS, ZOOS AND PARK AREAS

	TRIPS	STUDENTS	AREA	SCHOOL GROUP
	9	759	Bronx Zoo	Gr. Neck, Roslyn, Herricks, Westbury
	11	389	N.Y.S. Agricult. College	Roslyn, Westbury, Great Neck
	4	260	Central Park Zoo	Westbury
	1	50	Roosevlet Raceway	Westbury
	1	135	Salisbury Farm	Mineola
	1	100	Filaski Farm	Westbury
	1	40	Farm Hatchery	Westbury
	1	20	Grossman Farm	Great Neck
	1	22	Zorn's Farm	Westbury
TOTALS:	30	1795		

THE CONTENT AND OBJECTIVES of many of these trips were of a sequential multi-nature, learning from several different sites and areas of study. When the groups traveled to adjoining areas, observations and activities were incorporated which involved new experiences. Most of the trips in this area of farm and animal study were planned for the early primary grades. Some of the trips to special type sites such as farms in the area were an extension of a particular area of classroom study.

THE RESULTS AND OUTCOMES of these trips were reported in a general positive nature. They were particularly valuable in giving the young children a first-hand experience with animals and farm life. They also stimulated further interest and gave rise to project work. The following were reactions:

"The children were very much impressed; followed up with discussions related to the field of health."

This experience followed with charts, stories, dramatic play, language art lessons and filmstrips, as the children showed the learning of our basic needs and the interdependence of animals and plant life.

"The reaction of the second grade class to the Bronx Zoo was very enthusiastic."

Evaluator's Note:
Animal and Farm study by trips to Farms, Zoos and Park Areas was the most frequently selected resource area. This was attributed to

- Suitability for younger children
- A worthwhile initial outdoor education experience.
- Suitability for certain non-public school groups new to such field trips who are not able to participate in more extensive field trips.
- Affording a maximum number of opportunities for carry-over to the classroom

The New York State Agricultural College Farm at Farmingdale-
has brought the most favorable responses from teachers as a result of student reactions. It is frequented more for qualitative outcome, than the other Resource Sites.

ANALYSIS AND EVALUATION OF FIELD EXPERIENCES

SPECIAL CULTURAL ENRICHMENT STUDIES IN CONSERVATION HISTORY NATURE-SCIENCE, AIR, WEATHER AND POLLUTION SPACE AND ASTRONOMY

TRIPS TO MUSEUMS AND PARK SITES

	TRIPS	STUDENTS	AREA	GROUP
	4	173	Hayden Planetarium	Great Neck, Mineola
	1	140	Suffolk County Museum	Westbury
	2	130	Museum of Natural History	Great Neck, Roslyn
	1	95	Sagamore Hill	Herricks
	4	86	Nassau County Museum	Great Neck
	1	40	Flushing Meadow Park	Westbury
	1	24	Vanderbilt Museum	Great Neck
	1	25	Manhattan Island Shoreline	Great Neck
TOTAL:	15	713		

THE CONTENT AND OBJECTIVES

To reinforce the classroom study in such areas of science as astronomy, seasonal changes, studies in space, animals in the area as well as United States.

To broaden and develop a continuing interest in the study of ocean life and particularly to create an awareness of the need for conservazion of all natural resources.

To find signs and courses of air and water pollution by the children making first hand observations during their trip through the Hudson and East Rivers.

Most of the above experiences were planned for a series of learning opportunities. They frequently served as a culminating activity or major experience to reinforce interest and learning of a particular unit of study.

RESULTS AND OUTCOMES

Children seemed to evidence amazement in many ways of the complexities and extenuation of all branches of science-how much more there is to learn and a renewed interest for further study.

Many children expressed an interest to return in order to spend more time with their favorite exhibits and several subsequently did return.

Classroom study in the area of Ocean Life was pursued in greater depth as a result of the experience.

The children reacted to the vastness and the variety of the natural biomes of the United States and thus showed a better understanding of the natural history of the country.

For the most part children experienced new types of learnings. This gave rise to the further classroom activity on the part of students through materials which were an outgrowth of the trips.

Evaluator's Notes:

Trips to such Indoor Resources are frequently not consistent with primary objectives and goals of the Outdoor Education Program. On the whole their use has been decreased.

However, they do serve the Program as introductory or supplementary experience to a field trip in the out of doors. They seem to be more realistically related to curricula areas for results.

Film Evaluation Report As Reported by Norman Skliar, Science Teacher, Great Neck

(Utilizing Sample Form as distributed by the Central Outdoor Education Office but including reports of two films.)

1. Project records indicate that you received the following films according to the indicated schedule for use in your instructional program:

TITLE	DATES
A. Natures Half Acre	October 10 & 11
B. The Great Swamp	March 27; April 1, 1969

2. We would like to have an evaluation statement from you concerning the use which was made of the aforementioned material. Your report should include a statement indicating the number of showings, the number of adult spectators, the number of student spectators, and the extent to which your objectives were accomplished through the use of the material.

3. Your Evaluation Report:

Saddle Rock School - 4 Showings; 490 Students; 25 Teachers;
Grace Ave. School - 3 Showings; 185 Students; 11 Teachers.

A. Natures Half Acre:
Many important objectives were achieved through the showing of this film. All viewers could easily see the total ecology of this "acre". The many living members of this biotic community, their roles in the community and their constant struggle for existence and reproduction prevailed throughout the film. The photography, both in content and color were outstanding. EVERY VIEWER took a great deal of learnings and appreciation through this film experience.

B. The Great Swamp:
This film was shown to all grades of the Saddle Rock and Grace Ave. schools. Approximately 750 students and 34 teachers viewed this film. It was shown six times.

It was an excellent film because the subject and content appealed to all grade levels. Many objectives in outdoor education were achieved through this sensitive film. This was evident by the interesting and provocative discussions following the film.

C. Filmstrips-Learning About Conservation

1. The filmstrips were shown to two classes; 50 students and 2 adults. The filmstrips can be rated as fair to good on a 4th to 5th grade level. However the objectives were accomplished.

2. Content is excellent; not at all hard for 3rd graders, provided they have background in subject.

Filmstrip evaluations reported by Mrs. Marion Billhardt, Great Neck

OUTCOMES OF WORKSHOPS FOR TEACHERS

(The workshops were planned and sponsored by the Central Office to provide teachers with materials and experiences which would enable them to use outdoor teaching stations with instructions for students.)

I. Two different major In-service Workshops for Teachers and Administrators continued with approximately the same extent of participation as the previous year.

A. The Workshops at Phipps Nature Trail were evaluated by the participants with

Favorable Outcomes for:

- its general content;
- studies of an outdoor laboratory;
- the presentation by specialists;
- leading to further classroom study.

Its Weaknesses Pertained to:

- the diversity of interest of teachers who attended;
- the lack of material for students.

B. The Series of Two Multi-district Workshop Held in Port Washington were

Most Worthwhile for:

- content;
- new experiences in the field;
- presentation of consultants;
- a unique feature of introducing new facilities for conservation study. This involved community participation.

The Weaknesses were:

- too lengthy sessions that were relatively sedentary and should have incorporated outdoor activities;
- the diversity of interest by the participants.

C. From all of the results, it appeared that the workshops were successful as they became more qualitative in nature by relating more specifically to teachers' interests for further classroom activities. Certain references to more promotion indicated that these workshops could have had a larger number of participants.

II. Workshops for the Planning, Orientation, and Evaluation of Resident Experiences

A. These workshops presented the most significant growth of programs for teachers and adults.

B. The following indicates the extent of these workshops:

	Sessions	Participants
On the Site Workshops for Observation, Planning and Orientation -	10	50
Workshops for Administrative Planning and Evaluation	20	104
General Teacher Workshop for Planning and Orientation	30	318
Parent Group for Orientation and Planning - - - -	13	909
Total	73	1,381

C. Accompanying Outcomes of the Workshops

1. They were recognized as the essential part and contributing factor to program success, particularly for on the site observation.
2. Planning and orientation programs were vital for new participants and gave rise to new programs.
3. Parent group meetings served to reinforce the educational objectives and values and also gained parent endorsement.

CONCLUSIONS AND RECOMMENDATIONS

1. Positive general outcomes of the Outdoor Education Program have been evidenced by the significant rise in interest and the actual extent of participation in Supplementary Experiences.

2. The enthusiastic and documented reports of the participating teachers in the Resident Programs with projected plans to continue and enlarge those programs is an endorsement of its inherent values to the school program.

3. The continued replacement of field trips to local resources by extended resident experiences is an acknowledgement of its worthwhileness.......Local trips are recommended only as an introductory demonstration or experience.

4. The development of outdoor laboratory sites adjoining the campus and in close proximity to the school has deomonstrated its educational benefits as an extension of the classroom activity and as a springboard for further in-depth experiences. It also has served by further developing teacher skills through demonstration in-service workshops.

5. Student growth in new learning is evidenced by positive responses and appreciation of the activities that are related to the outdoor environment.

6. An extension and reinforcement of the curriculum areas is accomplished by the integration of planning and post-trip activities by the students and teachers in the classroom......The acknowledged values in this aspect of the program needs further strengthening through planning, coordination, and a more intensive interdisciplinary approach.

7. The program objectives and content as planned by the teachers are not at all times consistent with the anticipation of students. Outcomes for some students indicate a recreation emphasis......Greater orientation, involvement of students in planning, and follow up activities have demonstrated a smoother implementation of the educational programs.

8. An additional outgrowth of the Resident Programs has been recognized by all levels of participants to be the social values through group living experiences. ......Further study is now required in order to structure positive social situations that will best take advantage of this unique group living and learning opportunity.

9. Greater energies have been expended in curricula areas and administrative aspects of the program than on the personal relationships for the student...... These areas of staffing, supervision, and human interaction are the ones which require further refinement.

10. The extent of In-service Workshops, Observation, Planning, and Evaluation Conferences have demonstrated their values for teachers as well as for parents. These had a positive relationship to the successful outcomes of the Program.

11. The Program Administration; i.e., coordination, staffing, management, and supervision has been significantly refined during this period. This has been evidenced by enlarged management staff, standardized procedures and teacher planning workshops. The Programs now placed under the joint sponsorship of BOCES and the school districts should give further opportunities for the professionals to concentrate on the true benefits of outdoor education opportunities for the student.

REFERENCES

American Institutes for Research, Evaluation of the South Oyster Bay Supplementary Education Center, 1967-1968

Association for Supervision and Curriculum Development, Evaluation As Feedback and Guide, Wilhelms, Fred T., Editor, Washington, D.C., National Education Association, 1967.

Association of Private Camps, Criteria for Standards, New York, N. Y., 1968

Donaldson, George W., Journal of Outdoor Education, Northern Illinois University, DeKalb, Illinois, Vol: 1, Fall 1966, No. 1, and Vol. 2, Winter 1967, No. 2.

Ezersky, Eugene M., City to Country, Outdoor Education for New York City, 1969.

Freeburg, William H., and Taylor, Loren E., Philosophy of Outdoor Education, Minneapolis, Minn., 1961.

New Jersey State Council for Environmental Education, Evaluation for Environmental Education, Special Conference Material in Evaluation, 1968.

Schmierer, Hy, Evaluating Supplementary Educational Experiences, "In and Beyond the Classroom, 1966-1967.

Schmierer, Hy, Evaluating Supplementary Experiences in Outdoor and and Conservation Education, 1967-1968.

Thompson, Harry, Manual for Title III Resident Outdoor Education Program at the Ashokan Field Campus, 1968.

U.S. Office of Education, A Manual for Project Applicants and Grantees, PACE, Washington, D.C., 1967

Note: Additional Reference Materials in Evaluation were obtained at the Invitational Conference in Outdoor Education, Washington, D.C., January 1969.

SUMMARY EVALUATION REPORT

Sample of a SPECIALIZED EXTENDED RESIDENT PROGRAM IN CAMPING-OUTDOOR SKILLS AND CONSERVATION EDUCATION

Site: Camp Woodsmoke; Lake Placid, N.Y.
By: 24 Senior High School students of Herricks under the leadership of Patricia A. Thomason

Purpose and Objectives:

The purpose of this trip was to provide senior high school girls interested in physical education recreation and outdoor activity with an experience in outdoor education.

To Be Achieved Through the Following Activities

Fishing, Hiking, Campcraft, Watersports

Summary of Results

The students learned something about natural resources, conservation, ecology, nature study, personal resourcefulness and endurance through such activities as mountain climbing, canoe tripping, camp-craft and nature study projects. The students all participated in riflery and trout fishing, new experiences for most.

As far as accomplishments are concerned, the girls gained in knowledge and appreciation of New York State, its beauty, its recreational offerings, its problems of conservation. They learned a great deal about themselves in relation to outdoor living. A large percentage of them are eager to continue this exploration, trying new experiences and eventually becoming leaders of camp groups.

Sample of a SPECIALIZED EXTENDED RESIDENT PROGRAM IN ECOLOGY

Site: Ashokan Campus Center
By: 123 Tenth Graders sponsored by the Biology Department in Port Washington

Purpose and Objectives

To arouse interest and motivation by studying life at the ecological level before the more difficult cellular approach of BSCS Yellow Version.

Summary of Results

The obvious advantage of having experts discuss their particular field was realized. Students asked numerous questions and gained much from the relaxed atmosphere. One of the major benefits was seeing many plants that would later be studied in the laboratory, in their natural environment. Another benefit was in the follow-up. Students brought things for the terrarium which they found in their back yard, and which they recognized from their stay at Ashokan.

The students who remained at home covered the same material, saw films, had lectures, and had discussions. However, when tested, they did not understand the material as well as those who were involved in the resident program.

OUTDOOR EDUCATION PROGRAM

Survey Results of Pre-Trip Student Experiences, Attitudes and Interests of the Resident Outdoor Education Program

The particular sample reported is taken frm the last administration of the 224 7th grade students from the Manhasset Schools who participated in a resident program in Camp Jewel

INSTRUCTIONS

To the pupil: In preparation for the school camping program, we need to know what you have done in the past, what you like to do and what you think about science and nature. Your answers will help us to make your experience more interesting and will also help other students in the future. Please be honest in your answers since we want it to give us an accurate picture of what you think and believe.

Read each question carefully. Think about it for a moment and then answer it by writing Yes or No on the line to the left of the question. Answer each question even when you are not positively sure whether the answer is yes or no. In those cases decide which is closest to what you think.

*Total Number=224

RESULTS
(In Percentage)

YES	NO	
79	21	1. Have you ever taken overnight trips to the country with your family for at least 3 days?
90	10	2. Have you ever been away from your family for at least 3 days?
		3. Of the following, which have you visited for at least 3 days:
84	16	a. At a relative's home.
65	35	b. At a friend's home.
57	43	c. At a summer overnight camp.
30	70	d. At a study or school type camp.
45	55	e. On a ski trip.
47	53	f. At a farm.
48	52	4. Have any students who have been away to school-camp told you about their trip?
84	16	5. From what you have heard about school-camping, are you excited about going to the camp?
74	26	6. Do you like the idea of going away on a school-camping program with your teacher?
82	18	7. Do you like the idea of going away on a school-camping program with some of your classmates?
78	22	8. Do you like the idea of going away on a school-camping program with all of your classmates?
60	40	9. Do you feel that your teacher really knows you?

Survey Results of Pre-Trip Student Experiences, Attitudes and Interests of the Resident Outdoor Education Program

YES	NO	
84	16	10. Do you feel that you have many friends among your classmates?
84	16	11. Do you have any regular jobs or chores to perform at home?
39	61	12. Do you have any regular jobs or chores to perform in the classroom?
56	44	13. Do you like to do any jobs or chores by yourself?
19	81	14. Do your parents have any objections to you going on this trip?
		15. If you have taken any field trips with your class please indicate the places you have visited.
88	12	a. To a museum.
77	23	b. To a park or nature trail.
73	27	c. To a seashore or beach.
64	36	d. To a zoo.
44	56	e. To a bird sanctuary.
86	14	16. Have you ever taken hikes in the country or in the woods?
		17. Did you ever participate in camping experiences with the
21	79	a. Church
27	73	b. Boy Scouts
23	77	c. Girl Scouts
14	86	d. Camp Fire Girls
13	87	e. 4-H
80	20	18. Have you ever visited a farm?
83	17	19. Would you say that you liked the country better than the city?
37	63	20. Are there any things that you dislike about the country?
77	23	21. Do you now have or have you ever had a dog?
61	39	22. Do you now have or have you ever had a cat?
86	14	23. Do you now have or have you ever had a fish or turtle?
60	40	24. Do you now have or have you ever had a bird?
49	51	25. Do you now have or have you ever had a snake or lizard?
67	33	26. Do you now have or have you ever had a small mammal, (mouse, guinea pig, hamster, rat, etc.)?
48	52	27. Do you now collect or have you ever made a collection of leaves or plants?
55	45	28. Do you now collect or have you ever made a collection of stones?
37	63	29. Do you now collect or have you ever made a collection of frogs or tadpoles?

Survey Results of Pre-Trip Student Experience, Attitudes and Interests of the Resident Outdoor Education Program

YES	NO	
32	68	30. Do you now collect or have you ever made a collection of butterflies?
23	77	31. Do you now collect or have you ever made a collection of snakes?
37	63	32. Do you now collect or have you ever made a collection of insects?
84	16	33. Do you feel you can learn more about nature and science in a school-camping program rather than in the classroom?
24	76	34. Do you feel you will miss any school work by being away from your class for 3 or more days?
89	11	35. Do you feel that there will be more recreational activities in the school-camp program than in school?
61	39	36. Do you feel that you know enough about what will take place at the school-camp program?
37	63	37. Did you have a chance to help in the planning of this camping program?
34	66	38. Did you take part in planning the camp activities?
91	9	39. Are you looking forward to this camping program?

Survey Results of Post Trip Student Reactions, Attitudes of Experiences of Resident Outdoor Education Program

(The particular sample reported is taken from the last administration of 196 7th grade students from the Manhasset Schools who participated in a resident program in Camp Jewel.)

INSTRUCTIONS

To The Student: As a follow up to your resident school-camping experience, we need to know what your reactions are to the many different aspects of the program. Your answers to the following questions will help us all understand the benefits in this program to you and to the other students. Please be honest in your answers.

Read each question carefully. Think about it for a moment and then answer it by writing a YES or NO on the line just to the left of the question. Answer each question even when you are not positively sure whether the answer is yes or no. In those cases decide which is closest to what you think.

Total Number=196

RESULTS
(*In Percentage)

YES	NO	
68	32	1. Was the school-camping program a completely new experience for you?
98	65	2. Do you consider that your experience in the school-camping program was generally worthwhile?
		3. Do you consider that the school-camping experience was generally better than: a) a one day school field trip? b) visiting with your relatives out of town? c) an equal period at a summer overnight camp or scout camp?
52	47	4. Did the program turn out as you had originally expected?
87	12	5. Do you feel that there was enough planning for everything in the program?
		6. Do you feel that the major benefits to you during this program were: a) studying science in the field? b) studying any school subjects in the field? c) getting to know my classmates better? d) getting to know my teachers better? e) doing K.P. or other jobs at camp? f) learning the rules of how to live together?
91	9	7. Do you feel that the size of the group was good for this program?
85	15	8. Do you feel that some of your teachers who were with you have gotten to know you better?
85	15	9. Have you made any new good friends among your classmates through this program?

Continuation of Survey Results of Post Trip Student Reactions, Attitudes of Experiences of Resident Outdoor Education Program

RESULTS
(*In Percentage)

YES	NO	
92	8	10. Do you feel that you now have many friends among your classmates?
85	14	11. Do you feel that the cooperation in group living by the students was good?
96	3	12. Did you do any jobs or chores during this program?
65	34	13. Did you have enough time to see or collect plants, leaves and other earth specimens?
56	43	14. Did you have enough opportunity to see or study about animals during this program?
45	53	15. Would you have liked to have had more opportunity for work in your academic subjects during the program?
94	5	16. Do you feel that you have learned more about nature-science than you would have in the classroom at school?
54	43	17. Do you feel that you have learned more about your academic subjects than you would have in the classroom in school?
76	23	18. Do you feel that the sleeping arrangements were satisfactory?
73	26	19. Do you feel that the meals were satisfactory?
22	77	20. Do you feel that this trip should be shorter in length?
		21. Have you started any collections of any of the following as a result of the trip? a) leaves or plants? b) stones or minerals? c) frogs or tadpoles? d) butterflies
96	3	22. Did your parents seem pleased with your reports of this trip?
80	19	23. Would you recommend any changes in the program if you should go again?
95	4	24. Would you like to go again if the program were similar?

Answer the following questions by filling in the type of activity in which you participated.

25. What activity do you feel was most worthwhile for you? Science; Dance; Sports; Freetime; School Subjects.

26. What aspects of the country and the out of doors impressed you most? Countryside; Group Living; Freedom and Living Things.

27. What special, new or unusual activity did you participate in that you remember most? No Response; Science; Recreation; K.P.; Other Subjects.

28. What recreational or strictly fun activity did you enjoy the most? Dance; Sports; Catching Wildlife; Freetime and Recreation; No Response.

STUDENT EVALUATION OF THE OUTDOOR EDUCATION PROGRAM AT THE ASHOKAN CAMPUS CENTER
SEPTEMBER 23 TO 27, 1968

SUMMARY OF STUDENT RESPONSES

The following questionnaire was given to the students who participated in the Outdoor Education Program; there were two groups of students each spending 2 1/2 days during this week. The percentages and numerical tabulations represent a summary of the data contained in 75 questionnaires that were completed.

WEEK OF SEPTEMBER 23rd, 1968

MUNSEY PARK SCHOOL Grade Five
MANHASSET SCHOOL DISTRICT

QUESTIONS 1-7 CHECK EITHER "YES" OR "NO"		YES	NO
(1) Had you ever been away from your family for this long a time (2 1/2 days) before going to Ashokan Camp?		74%	26%
(2) Had you ever been to an overnight camp before?		53%	47%
(3) Had you ever been to a study camp before as compared to a strictly recreation camp?		12%	88%
(4) Do you feel that 2 1/2 days was long enough?		15%	85%
(5) Do you think a whole week would have been better?		88%	12%
(6) We are trying to plan for next year. Do you think next year's Fifth Grade would learn as much by going on the Outdoor Camping Trip as they would if they stayed in school for the three days?		57%	21%
I don't know	22%		
(7) Do you think this kind of program (trip to the Ashokan Camp) should be continued?		96%	4%
(8) Do you feel you have learned as much on the camping trip as you may have learned in the classroom?		64%	18%
I am not sure	18%		

Appendix C

PROGRAM SUMMARY EVALUATION

The Munsey Park 5th Grade trip proved to be an extremely worthwhile and rewarding experience for the students. They had an opportunity to engage in activities which would be impossible in the classroom.

Work in the Blacksmith shop, wool spinning and animal care gave the students an excellent insight into the difficulties of life in early America. The program on Indian lore brought out dramatically the life and culture of the American Indian. The Ashokan Reservoir tour explained the process of collecting, storing, treating and transporting water in order to supply New York City with its water needs. In the area of science, pond life studies, tree-leaf identification, nature hikes, reptile study, mammal study and geology hayride all furthered the students' knowledge of the natural sciences.

In addition to the benefits acquired from the educational activities at the camp, the students too (from varied ethnic, racial and socioeconomic backgrounds) had an opportunity to live, work and play together. Bringing the students together in an overnight experience of this type, fostered responsibility, cooperation and understanding of ones classmates.

Most of the problems that we (teachers) encountered on this trip stemmed from the fact that we were understaffed.

RESIDENT OUTDOOR EDUCATION PROGRAM AND RESULTS IN HALF WEEK SESSION

Group "A"

Monday
    Tour of Ashokan Reservoir Waterfron safety and canoe handling
Evening
    Indian Lore
Tuesday
    Bird Hike (early A.M. Geology
    field trip (Hayride 1/2 group)
    Tree Identification (1/4 group)
    Pond Life (1/4 group)
Afternoon Activities
    Same as morning rotating groups
Evening
    Herpetology
Wednesday
    Bird hike and fishing (early A.M.)
    Blacksmithing, Mammal study,
    Wool spinning, Pond life.

Activities Rated Highest

Lectures on Snakes
Indian Lore
Geology Hay Ride
Trip to Ashokan Reservoir
Pond Life Study
Nature Hike

Of the Educational Activities, which did you enjoy the most?
"Geology hayride, Pond life, Hikes, Indian Lore"

Of the Educational Activities, which one do you feel you learned the most from?
"Snake lecture, Hayride, Hikes"

Which Recreational Activity did you enjoy the most?
"Canoeing, Fishing"

What was the one thing on the trip that you disliked the most?
"Nothing, Plant Study, K.P."

What activities (if any), you think should be eliminated?
"Nothing, Plant Study."

Note: This survey has been an integral part of the program for the Shelter Rock Schools.

Appendix D

SAMPLE OF RESULTS FROM STUDENT COMPOSITIONS

Summary Evaluation Data
Resident Outdoor Education Program for Great Neck Schools at the Ashokan Campus Center.

Sample:
48 students from the John F. Kennedy School and Parkville Schools under the leadership of Gene Lovitt and Chester Szarejko. Trip-May 5-9th, 1969.

Statement of General Purpose and Objectives:
To study aquatic biology, archeology, astronomy, ecology, forestry, micro-climate, earth study, minerology and ornithology.

Program: (Summary)
In an interview with Mr. Chester Szarejko by the Project Evaluator, it was ascertained that the normal program of nature-science was followed rather well. The general response of students and teachers appeared favorable.

Student compositions were submitted which have been reviewed and tabulated by the Project Evaluator's staff.

Question Areas	From a sample of compositions (Listed in order of frequency)
1. Fulfilled the Purpose?	a. Yes-by learning about Nature b. Yes-by learning about Nature and the Social Sciences
2. Curriculum Area?	a. Satisfactory b. Enjoyed the process of learning outside the classroom.
3. Staff Relationships?	a. Most were appropriate for the job. b. Some expected too much.
4. Did you enjoy the trip?	a. Extremely happy-best experience ever. b. Fairly happy.
5. Adequacy of Facilities?	a. Generally satisfactory b. Excellent c. Food was good for a camp.
6. Any improvements?	a. Better food b. Less discipline and relaxation of rules. c. Let children decide on bunks and working groups.
7. Educational experience?	a. Learned a lot. b. Learned new responsibilities and about living with other people. c. Learning was a pleasant experience.
8. Presence of other schools?	a. It was a nice experience-new friends. b. Learned how to live with others. "some had queer habits"

Evaluators comments: In general, the response was enthusiastic and most termed the experience as one of the best in their lives. Most indicated a willingness to return to a similar camp. As for improvements, the children agreed that the rules were too strict as was the punishment for infractions. The food could also have been better.

Appendix E

Summary Evaluation Data
Resident Outdoor Education Project

Sample of Results
Program and Administration

Site - Ashokan Campus Center
Dates and Time Involved - June 9-13, 1969
Number of Students and Grade Identification - 43 - Grade 6
School - East Hills , Roslyn
Leadership of: Louis Cazzola
Joan Ambrosino
Hank Smith

Statement of Purpose and Objectives as Related to the Curriculum:
To provide a group living and outdoor experience covering the fields of:

1. Natural Sciences: 1. Ecology; 2. Geology; 3. Forestry; 4. Astronomy; 5. Biology; 6. Ornithology; 7. Herpetology

2. Social Studies: 1. Pioneer Living-a) Spinning; b) Black-smithing; c) Printing; d) Indian Lore

EVALUATION OF STAFF AND FACILITIES

1. A.F.C. Staff:
    1. Adequate in number
    2. Staff related well with children
    3. Staff excellently qualified

2. Roslyn Staff:
    1. At least one additional teacher is necessary, in addition to the class teacher, who is well versed in outdoor education.
    2. One female and one male teacher should accompany the group.
    3. Additional equipment brought up by the Science dept. such as microscopes, binoculars, magnifying glasses, etc. were found extremely necessary.

3. Facilities:
    1. Location-The topography lends itself excellently to the natural science objectives
    2. Building Facilities-very good.

Note: This type of experience has been more frequently used by the East Hills School. Results of previous trips are reflected in the refinement of procedures.

STUDENT REACTIONS AND ACCOMPLISHMENTS

1. General-The general reaction to the program and the activities was very good. The children felt that it was the "Best school: and the "worst camp" they had ever attended.

2. A poll of the various activities was conducted upon the completion of the trip. The children were asked to rate each activity on a basis of 10 being very good and 1 being poor. The computed results show the following:

1. Ecology	7.1
2. Geology	9.4
3. Forestry	6.2
4. Astronomy	7.4
5. Blacksmithing	10
6. Printing	9.6
7. Ornithology	9.5
8. Indian Lore	9.6
9. Herpetology	9.6
10. High Point Hike	3.6*
11. Nocturnal Hike	7.6
12. Pond Study (Biology)	8.7
13. Animal Care	9.8

* Children found High Point Hike to lack 1. Purpose
2. Too short a time span.

Appendix F

SAMPLE REPORT OF RESULTS OF THREE DAY PILOT EXPERIENCE

Major Resident Project - Preliminary Evaluation Summary Form

Site - Camp Ashokan
Dates and Time Involved - June 16-18, 1969 (Three day stay)
Number of Students and Grade Identification - 46 - Grade 6
School - Rushmore Street/Carle Place
Teachers - Mr. Dibble

Statement of Purpose and Objectives as Related to the Curriculum:

A Study of Conservation Practices, the relationship of plants and animals within an indoor setting, geological formations, how water is furnished to a large city.

Pre-Planning Activities:
(For students and for Arrangements)

Units on Conservation, Animal life, Man and his environment, Flowering Plants.

Purpose and Objectives to be Achieved through the following Student Activities:

Hikes and Work in the fields on such projects as may be available at the outdoor education center at Reservoir Area.

It is to be noted that the Carle Place resident program was a three day experience. It was the opinion of the Carle Place Staff that the three day period was adequate for the program they planned. Most appropriately timed in so far as it was their first resident environmental experience.

In meeting with Mr. William Todd, Coordinator, he reported favorable results. Unforunately the schedule of this trip in June prevented the administration of post testing.

Summary of Faculty Evaluation:

"The trip was extremely successful. The facilities were very good and the environment conducive to the purpose of the program. We felt that the children were very enthusiastic. They had no negative remarks concerning the program except for the food, which we felt could have been better.

Our staff felt that the people of the A.F.C. to be hard working, knowledgeable, and had excellent rapport with both the children and the visiting teachers. We felt that our objectives were accomplished, both educationally and socially. We hope that we will be able to continue this activity in the future. It is probably the most worthwhile activity we have experienced in education."

Student Reactions and Accomplishments:

An awareness of the importance of the outdoors to man and the need to preserve woodlands in their natural state.

Results of Student Survey

The data which has been tabulated and is referred to in the summaries indicates that the above objectives have been accomplished.

Appendix G

SUMMARY EVALUATION REPORT OF THE RESIDENT OUTDOOR EDUCATION PROJECT

FOR The East Williston Public Schools
as Summarized by Dr. Edward Berkowitz, Coordinator

1. INTRODUCTION - Group Participation
Nearly 1/10 of all the children in the district participated in a resident camp experience. 228 youngsters went to the Ashokan Field Campus of the State University College at New Paltz. This number included 57 Wheatley High School students in 10th grade biology or 9th grade honors science classes, and 171 pupils in the 7th grade from the Willets Road School. The time span was 2 1/2 days for each group.

Every seventh grader was given an opportunity to participate in a resident camp experience. Four children could not go because of illness and ten other youngsters elected to stay home for personal or family reasons.

2. The Purposes and Objectives of the program are diverse. It was our desire for high school students:

A. 1. to provide experiences in field, pond and forest ecology,
   2. to support a three-week unit of study in the above topics completed prior to the trip,
   3. to show adaptations of animals, plants and reptiles to their environment, and
   4. to develop a group of selected high school students who can serve as guides or counselors in the following years for field study experiences to be conducted for children in the middle and elementary schools.

The Major Purposes for Seventh Graders were:

B. 1. to have the students work in a natural environmental situation, observing the relationships among the ecosystems,
   2. to have the students gain an insight by actual involvement in some of the activities of the "Homespun Era", and
   3. to improve relationships between student and student, between teacher and student, and between teacher and teacher in an environmental setting away from the local school building.

3. Pre-Planning Activities (Since this Evaluation focuses primarily on results, this section is being omitted. However, the planning appears to be very complete by the manner in which the different teachers and departments integrated the classwork with the trip subject areas)

4. Activities to Achieve Purposes and Objectives: (This section, so aptly described, has been received but is being omitted at this time. Activities were carried out carefully considering the original objectives and did involve student tasks of small group participation, collection, demonstration and observation using as much direct experience as possible)

5. Program Evaluation: An analysis of the over-all accomplishments of the resident camp program indicates that it provides an exceptional experience for our pupils. The enthusiasm and interest generated at the Wheatley School was noteworthy because it was their first experience in resident camping. In reading the evaluation sheets of the biology students, I note 26 students have volunteered to be guides or counselors for future programs.

In the Willets Road School, the resident camp experience is now considered the highlight of the 7th grade, and it is a program looked forward to with interest by 6th graders who will be moving up.

Appendix H-1

SUMMARY EVALUATION OF EAST WILLISTON RESIDENT OUTDOOR EDUCATION PROJECT

Perhaps the most positive outgrowth of our outdoor education program is the interest and enthusiasm for this school experience away from school on the part of both teachers and students. Our students had tasks to accomplish, some time for reflection, a chance to be physically active while learning, and an opportunity to study different land forms in another part of New York State.

This year, we were considerably hampered in our efforts by rain. However, we were able to conduct a "rain or shine" program. "Homespun" activities for the seventh graders gave us sufficient indoor activity to provide for the inclement weather.

Teacher and student evaluations of the trip indicate negative factors which, by and large, are similar to those criticisms which were included in last year's report. While there was some time for boating and volleyball, it is felt that it would be more desirable to conduct a five-day, rather than a two-and-a-half-day, program.

The food service, while clean, wholesome and, to a great extent, sufficient, was open to the most criticism. This matter has been brought to the attention of the camp director and the project staff.

A review of things that were learned on this trip. Bulletin board displays, preparation of collections and completion of pupil notebooks were some of the summary techniques used. The reaction from many of our children indicated a positive feeling for learning in the outdoors. This was expressed by parents and children and reflected itself in the bulletin board displays that were shown in the Willets Road School during Open House. One father commented that his son returned with the realization that "biology" is the life he sees all around him - plants and animals all living together. Indeed, the natural setting of the Ashokan campus with its farm animals and wild life makes it excellent for study of the natural sciences. The scientific field exploration by pupils in pairs or groups was conducive to learning. The reduced ratio of approximately one teacher for every ten students made an adult or member of our faculty really available to answer questions and guide activities. In addition to the materials found on the camp site, reference materials and equipment were brought to the camp for children to use in pursuing the intellectual challenge that presented itself.

SOCIAL FACTORS

Much can be said about the social dynamics of the 7th grade students. Since we have three periods to send the gorups to camp, children are assigned so that approximately one-third of the students in each home room a-tended each trip. This gave children a chance to get to know the other children in their grade. We also try to insure that every child has a friend along with him when he goes to camp. The first two groups did well and many of the youngsters in the third group had a valuable experience.

For some of the youngsters in the latter group, problems resulted from the fact that they could not, or would not, accept reasonable limits. This caused them to overstep "normal" bounds. Parents were notified by phone because of this misbehavior.

In some ways, the word "rule" took on a more significant meaning when children realized that a person suffered an injury because a safety rule was forgotten. Mutual respect, cooperation, and group spirit are again an outgrowth of camp. For some, this came about because the camp experience emphasized a different type of relationship between teacher and students. This took place on volleyball court, when students led singing activities, and when they took turns waiting on tables.

TASKS OF RESPONSIBILITY

Children were given responsibility for their quarters and property. Most children welcomed, and were able to handle this responsibility. The choice of activities during free time gave the children a chance to be involved in activities for which they might not have been programmed. These included using the weather station, setting box traps, relaxing by the fire, playing games, completing field assignments.

Overall supervision and faculty leadership on this field study trip was above average and contributed to the success of the program. Dr. Simendinger and three biology teachers were assisted by Mr. Bubel during the 10th grade session. Mr. Bubel also coordinated the program for all groups with the resident staff. The science teachers from Willets, four social studies and one physical education teacher, insured that the field activities related to our pre-trip and post-trip plans. In addition, the Ashokan staff incuded a registered nurse, a naturalist, and a counselor especially skillful in geology. We have trained and motivated a broad segment of our faculty to the values of conservation and outdoor education. Since school activities were conducted away from home, teachers put in a day that literally extended from six in the morning until midnight. Pupils were closely supervised in an environment of freedom that was fixed within described boundaries.

The program at Ashokan correlated closely with our teaching units. The biology experience for Wheatley students followed a three-week unit. Seventh grade students had an ecology unit and geology lecture prior to the trip. The "Homespun" experience correlated with a social studies unit and provided interesting activities for the non-science oriented youngster.

CONCLUSION

The resident camp experience is an outstanding feature of our school program. Teachers, children and parents evaluate the trip as one of the most significant educational experiences that they have participated in during the school year. The vitality of the faculty in offering this project to the youngsters makes it recommended for continuation.

PROJECT PARTICIPATION IN NORTHERN ILLINOIS UNIVERSITY'S RESEARCH STUDY - AFFECTIVE OUTCOMES AND INTERESTS RELATIVE TO RESIDENT OUTDOOR EDUCATION EXPERIENCES

The lack of information about the effects of outdoor education has been a major concern of leaders in the field, administrators and teachers. and project staffs associated with Title III programs. In 1968, the Council On Outdoor Education and Camping of the American Association For Health, Physical Education and Recreation (AAHPER) recognized this concern and formulated a Task Force on Evaluation. One outgrowth of the Task Force's efforts was the launching of a scientific research effort by Professors Swan and Hammerman at Northern Illinois University. Swan and Hammerman designed a three-part instrument to measure affective outcomes and to measure interest shifts in the direction of children's interests resulting from a resident program.

The Project Staff and the Evaluator reviewed the study proposal and the content of the instrument to determine local applicability. While there was some reservation about specific items contained in the instrument, it was generally agreed that the Project Staff should encourage local districts to participate in the Northern Illinois' study.

Sample sets of instructions and the instrument were forwarded to selected districts which were involved in the resident program. Local interest was assessed and it was determined that sample class group from the Port Washington district would participate in the study.

The scoring and analysis will be done by machine at Northern Illinois and results will be forwarded by the Study Directors to each teacher whose class participated, probably in the Fall of 1969.

In order to strengthen its own evaluation efforts, the Project Director and the Evaluator held a local conference directed to the resident programs. As a result, the Evaluator developed pre- and post-test materials for local use. These materials are included in another section of this report.

The Results from the Port Washington group that participated in the Research Study of Northern Illinois will be reported in a future study. In the meantime, other participating groups are being made aware of these testing efforts.

OUTDOOR AND CONSERVATION EDUCATION PROJECT

WORKSHOPS: AN ECOLOGICAL ORIENTATION

(Elementary and Secondary) AT THE PHIPPS NATURE TRAIL - GREAT NECK

For Two Sessions: 9/28/68 and 11/16/68

We were pleased to have had you as a participant in the Outdoor Education Workshop at the Phipps Nature Trail this Fall. At present we are making every effort to determine any outcomes or results of the activities within this program. This is not only our professional obligation but an essential phase of formulating future plans. Now that you may have had an opportunity to use some of the Workshop content, we would appreciate it if you would answer the following questions by checking off the appropriate items on this form and returning it to us at your earliest convenience.

FACULTY EVALUATION (Form B)

Combined Evaluation Responses
For Sessions I and II From
18 Teacher Participants

	"None"	"Some"	"No Response"
1. The Workshop was worthwhile as it related to:			
(a) General Content	1	17	0
(b) Study of an Outdoor Laboratory	1	16	1
(c) The Presentations of the Leaders and Consultants	2	15	1
2. This Workshop was worthwhile for me by:			
(a) Leading to Further Classroom Activity	5	12	1
(b) Leading to Future Classroom Visits to the Facility or a Similar Facility	5	10	3
(c) Leading to My Professional Growth in this area	2	15	1

TEACHER WORKSHOPS AT PHIPPS NATURE TRAIL

SUMMARY RESULTS OF FACULTY EVALUATIONS

(The results are listed by order of frequency of sample responses)

3. General Comments About the Workshop Relating to Any of Its:

(a)(1) STRENGTHS: (16 participants responded)

"The presence of an expert who had an extremely broad base of knowledge and experience."
"Interesting to see the site with extremely helpful presentations."
"Good for elementary teachers."
"Total approach;-scientific, asthetic and broadening."
"Biology;-familiarity with material on school grounds."
"Relaxed and informal."

(2) MAJOR AREAS OF INTEREST: (8 participants responded)

"Ecology"
"Outdoors as a Laboratory"
"Botany"
"Community facility demonstration"

(b) WEAKNESSES OR OMISSIONS: (9 participants responded)

"Lack of motivation and/or material for pupils."
"No follow-up help done for the teachers who attended."
"More suggestions on related classroom activities."
"Pace too fast at times."
"Verbal presentations not geared to high school level; should have more sophisticated approach."
"Geology omitted."

(c) RECOMMENDATIONS FOR FUTURE PROGRAMS (13 participants responded)

"More programs for all science teachers."
"Should be offered to elementary school teachers each year for a) general background in nature studies,
b) to provide more availability of science consultants."
"Teachers should be more involved with the students."

Program Adjustment

"Program should be repeated; have a seasonal program."
"Leader might tag trail and improve system for labeling specimens for our own follow-up at a later time."

OUTDOOR AND CONSERVATION EDUCATION PROJECT

EVALUATION RESULTS OF MULTI-DISTRICT WORKSHOPS

*HELD IN 2 SESSIONS AT PORT WASHINGTON

(Analysis of results is made on the basis of data from 73 completed surveys; 35 from Session I and 38 from Session II which represents approximately 65% of the participants)

INSTRUCTIONS: Your reaction to this Workshop is necessary in our continuous evaluation of the projects of the Outdoor Education Program in order to determine their value to faculty and students and as educational experiences for development. Please answer the following questions by checking off the appropriate items in corresponding categories.

		WORTHWHILENESS		
I This total Workshop was worthwhile for me: (Total N=73)	None	Some	Very	No Response
a) As a new experience in this field	5	21	36	11
b) As a further enrichment in this field	1	20	38	14
c) For the general information and content	3	28	40	2
d) For the study of an outdoor laboratory or facility	6	22	36	9
e) The presentations of leaders or consultants (in general)	0	18	32	23
General Average of Responses	3.0	21.8	36.4	11.8
II This Workshop has had particular meaning for me:				
a) Leading to my interest in pursuing further classroom activities in outdoor and conservation education	1	17	54	1
b) Leading to future classroom visits to a facility of this type	4	22	39	8
c) Leading to my professional growth in the area	0	24	49	0
General Average of Responses	1.7	21.0	47.3	3.0

*The two teacher Workshops met at Schreiber High School in Port Washington, N.Y. on May 17 and May 24th. They combined discussion sessions with visits to local sites for outdoor education and conservation.

** Professional Level:

Most participants were elementary school teachers; grades 2 - 8. There were also some junior and senior high school science teachers in the group.

Summary Evaluation Responses-Port Washington Workshops

(Sample responses listed in order of frequency)

III Overall Reaction

a) Major Contributions:

1. "Introduction to conservation study, motivation and awareness; stimulates and arouses interest."
2. "Obtained excellent resource material; experiences and projects suitable for children."
3. "Study of marine ecology."
4. (There was no response by many participants particularly for Session II)

b) Major Areas of Interest:

1. "Beach ecology and study."
2. "General conservation, science and biology, interest in improving surroundings" (Session II)
3. "Practical area of beach work, methods of outdoor research."
4. "Methods of student involvement."
5. (Many participants did not respond particularly to Session II)

c) General Weaknesses or Omissions:

1. (No response from the largest number of participants)
2. "Session (II) too long and not broken up by outdoor activity; program not varied enough;" "Speakers should use more demonstrative materials."
3. "Not enough in-depth presentations; too many slides and too much emphasis on Port Washington's conservation problems." (Session II)
4. "Visit to the beach somewhat nebulous - more about the geologic features."
5. "Small groups rather than large; more participation and practical application."

d) The Facility or Area Visited:

1. "Beach-excellent"
2. "Port Washington-conservation problems"
3. "Water plant"
4. "Sewage disposal plant"
5. "None-except through slides and film" (Session II)

Summary Evaluation Responses-Port Washington Workshops

(Sample responses listed in order of frequency)

General Comment: Most participants rated the beach site visit as excellent; however it was not convenient for some; poor planning of trip in relation to prevailing tides; Port Washington conservation sites reported as interesting.

e) Recommendations for Needs or Future Programs:

1. (No response from many participants)

2. "Better promotion and more of this type of program;" "Make more teachers and administrators aware of outdoor education possibilities."

3. "More examples and practical application;" "More involvement and information;" "More field work."

4. "Advanced Workshop;" Gear program to junior high level and use beautification approach with younger children."

5. "Early announcement so that materials can be studied beforehand."

6. "More scientific information on the area and programs in outdoor living and camping."

7. "Better equipment and clothing guide."

This is a sample of the worksheet, material and exercises taken from students from the Park Street school who were in residence.

LAYERS OF LIFE

The forest environment supports many forms of life. Different organisms have adapted themselves to this environment in many ways, usually in conjunction with their source of food. As a result, there are different layers of life with the organisms living in various relationships. Can you identify some of the organisms and explain some of the relationships on these different layers?

1. canopy layer

2. understory

3. shrub layer

4. Herb layer

5. Forest layer

OUTDOOR EDUCATION
Park School

Rock Check Sheet
Place a check next to the name of every rock you find.
Tell where you found it.

Names		Tell where you found it here
Sandstone		
Shale		
Slate		
Limestone		
Marble		
Quartzite		
Flint		
Conglomerate		
Talc		